

Quality Progress Report (QPR) For North Carolina FFY 2021

1) Overview

To gain an understanding of the availability of child care in the State/Territory please provide the following information on the total number of child care providers. Please enter N/A when necessary.

1.1 State or Territory Child Care Provider Population

Enter the total number of child care providers that operated in the state or territory as of September 30, 2021. These counts should include all child care providers, not just those serving children receiving CCDF subsidies. Please enter N/A when necessary.

☒ Licensed center-based programs

4016

☐ N/A.

Describe:

☒ License exempt center-based programs

327

☐ N/A.

Describe:

☒ Licensed family child care

1274

☐ N/A.

Describe:

☒ License-exempt family child care (care in providers' home)

0

☐ N/A.

Describe:

☒ In-home (care in the child's own home)

0

☐ N/A.

Describe:

☐ Other.

Explain

☒ N/A

1.2 Goals for Quality Improvement

Based on Question 7.1.1 and 7.1.2 from the FFY2019-2021 CCDF State Plan, please report your progress on the State or Territory's overarching goals for quality improvement during October 1 to September 30 of the last federal fiscal year. You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible.

Goal - Increase provider level education

Progress: In the 2020 Quality Performance Report, the Division of Child Development and Early Education (DCDEE) noted the beginning work on Child Care Rule 10A NCAC 09.3013. This rule would require NC Pre-Kindergarten Teacher Assistants to:

- Hold a Child Development Associate Credential OR
- Hold or be working towards an Associate Degree or higher in birth-through-kindergarten, child development, early childhood education or an early childhood education related field. Teachers working toward the Associate Degree will make progress by completing a minimum of six documented semester hours per year.
- Child Care Rule .3013, if amended and adopted, will also require Teacher Assistants to complete at least 15 hours of annual in-service professional development.

As an update on the progress of this rule:

- December 2020 there was a motion to publish rule and fiscal note.
- February of 8, 2021 There was a public hearing and the Commission received comments.
- August 3, 2021 - Motion to publish the rule.
- September 2021 - Rules Review Commission approved the Rule.

- At the December 6, 2021 meeting the rule was adopted by the NC Child Care Commission.

The Rule is scheduled to be effective April 1, 2022. DCDEE plans to implement in September 2022

Goal: Gather data which shows need for increase in teacher compensation

In the FFY 2020 QPR, DCDEE reported the publication of the [2019 North Carolina Child Care Workforce Study](#). The findings of the Workforce Study were shared with the early childhood community through a number of presentations to a variety of groups across the state. In FFY 2021 early childhood partners, including DCDEE, analyzed data from the Workforce Study and used data to consider and inform the work of select early childhood projects.

DCDEE has considered a post-pandemic Workforce Study which will help identify what was lost in the field so that the state knows how to plan for the future. Child Care Services Association, through a grant, wrote a report for the Division which detailed what components should be included in a state workforce registry, including working with the Information Technology department to research the requirements needed to build the registry.

When considering the structure of the American Rescue Plan (ARP) Act, 2021 Supplemental funding: Stabilization Grant, DCDEE considered the data from the Workforce Study and built in a compensation component. In addition, the application and updates reported by providers were designed to collect data which will show changes in compensation over time. In the 2022 QPR, DCDEE will be able to report changes in compensation. Also, in the compensation component of the stabilization grant, providers could choose to include benefits among the different ways to compensate staff. Providers are considering retirement accounts, health benefits, and bonus programs as benefits.

DCDEE also continues to fund AWARD\$ which has the aim to improve the education, compensation and retention of staff.

One data point from the Workforce Study which shows state progress in increasing wages is an increase in average teaching staff compensation from \$11.23 a year in

2015 to \$12.00 per hour in 2019.

In February 2021, the NC Early Childhood Compensation Collaborative published the [North Carolina Early Childhood Early Childhood Compensation Scale](#). This scale is being communicated as a recommended scale for providers as they consider how they will use Stabilization Grant funds related to compensation of staff.

The NC Early Childhood Compensation Scale was also a resource for salaries for the NC Pre-Kindergarten Summer Learning Program which took place Summer 2021.

A last recommendation from the Workforce Study which has been considered is the need for an alternative rate methodology for the subsidy market rate. Having increased rates will support increased compensation for staff. Requests for Applications were posted and processed in 2020-2021 which will result in a contract to complete an alternative rate methodology research report in 2022-2023.

Goal - NC Pre-Kindergarten (NC Pre-K) will have a positive effect on children's developmental outcomes

Formal statewide evaluation studies of NC Pre-Kindergarten have been temporarily suspended due to the COVID-19 pandemic. However, DCDEE still gathers other NC Pre-Kindergarten data.

Though shared prior to the October 2020-September 2021 time period, the following survey provides data which gives a certain degree of confidence that NC Pre-kindergarten teachers in October 2020-2021 had the skills, resources and materials needed to provide effective remote learning in areas where remote learning occurred. In May 2020 the [NC Pre-K Remote Learning Survey Results COVID-19 Response](#) was published. This survey indicated that though 94% of NC Pre-Kindergarten sites were closed, most of these programs (98%) were providing remote learning services. NC Pre-K sites reported making phone calls (94%) was the most common method of communication being used to provide remote learning services for NC Pre-K children who are unable to attend in-person due to the COVID-19 Emergency. Respondents could select more than one method. The other selected methods of communication were email (85%), texting (79%), Zoom or Skype (52%), social media (48%), Class Dojo (48%), Google Classroom (25%) or some other method of communication (55%). 88%

of NC Pre-K sites reported all of their NC Pre-K lead teachers and teacher assistants had the skills, resources, and materials needed to provide effective remote learning resources.

From June 2020 to June 2021 21,319 NC Pre-Kindergarten children received developmental screenings within the first 90 days of Pre-Kindergarten. Comparative data was not available.

In Summer 2021, NC Pre-Kindergarten held a Summer Learning Program for programs that were approved for NC Prekindergarten 2020-2021. The purpose of the Summer Learning Program was to provide supplemental summer learning services to at-risk rising kindergartners to mitigate potential learning loss due to the COVID-19 pandemic and ensure children enter kindergarten prepared to succeed. 219 sites participated serving 3,500 children in 46 counties.

A law passed June 2021, Excellent Public Schools Act of 2021, requiring training for NC Pre-Kindergarten and elementary school teachers on research-based reading instruction methods referred to in the bill as "the science of reading". DCDEE will work the next year to implement this training program.

Goal - Ensure the health and safety of children in child care

In 2020-2021 the NC Child Care Health and Safety Resource Center (RC), program of the University of North Carolina Gillings School of Global Public Health, reported the following selected programmatic outputs and outcomes to support the health and safety of children in child care.

Selected outputs and outcome from the Infant Toddler Child Care Health Consultant Services (IT CCHCs) contract (10 months in 2020-2021 instead of twelve):

Outputs

56 face to face training opportunities on health and safety in child care topics conducted for child care community.

7 licensed child care programs assessed using the web-based NC Health and Safety Assessment application.

166 child care facilities provided consultation and technical assistance on health and

safety topics.

Outcome

96% of child care providers increased knowledge of healthy behaviors in child care following training/technical assistance from the Child Care Health Consultant.

Other

The IT CCHCs had a combined total of 470 of training or consultation encounters with child care facilities and 66 percent of the encounters were COVID-19 related.

Selected outputs and outcomes of the Resource Center health and safety in child care contract:

Outputs

13 health and safety related train-the-trainer courses to early childhood technical assistance providers and qualified trained professionals.

12 one to three-page articles on health and safety topics developed and made publicly available in English and Spanish.

Winter 20/21: [A Brand New Year \(of the CCHC\)](#) | [Año Nuevo nuevecito \(del CCHC\)](#)

Spring 2021: [The Fourth W - Wellness](#) | [La cuarta regla: Bienestar](#)

Summer 2021: [Sun Days are Fun Days](#) | [Los días de sol son días de diversión](#)

Fall 2021: [The New Normal](#) | [La nueva normalidad](#)

Provided two CCDF Health and Safety Overview *Train the Trainer* courses to early childhood Child Care Health Consultants and qualified early childhood professional trainers for North Carolina child care facilities. Persons who complete these trainings offer the course which allows providers to complete 9 of the 11 required health and safety topics in the CCDBG Final Rule.

The RC continues to offer free online trainings modules on nine of the required CCDF Health and Safety trainings for the child care workforce. These are offered on the DCDEE Moodle training platform.

749 child care facilities received consultation and/or coaching services in counties not being served by Child Care Health Consultants in a North/Central county region.

Outcomes were not reported.

304 child care facilities receiving consultation, training, and/or technical assistance in counties not being served by Child Care Health Consultants in a South/Central county region. *Outcomes were not reported.*

52 child care health consultants received consultation/coaching services. *Outcomes were not reported.*

Other RC deliverables:

- Staff both lead and participated on the CCHC System Building for Statewide Expansion Planning Group. We partner with the NC Partnership for Children, the Division of Public Health (DPH), and DCDEE to work collaboratively towards expanding and improving the quality of the health and safety services provided to child care programs.
- CCHC Webinars: 10 were held only one was not COVID specific (Dates were not reported, therefore, some may be outside of October 2020-September 21 date range.
- Webinars held in collaboration with DCDEE:

Session Law 2021-127 won't allow a two to five star child care program to lose a star in their rated license assessment due to (i) the facility's loss in educators who enabled the facility to meet the star-rating requirements and (ii) its inability to replace those educators, within a reasonable period of time, with individuals having similar levels of education. Also, the law makes an additional provision to reduce the percentage of lead teachers in the program who are needed to help the program earn the education points toward the star rating from seventy-five percent (75%) to fifty percent (50%) of lead teachers through June 30, 2023. This law was approved August 2021.

Progress on Child Care Rule 10A NCAC 09.3013. This rule requires NC Pre-Kindergarten Teacher Assistants to:

- Hold a Child Development Associate Credential OR
- Hold or be working towards an Associate Degree or higher in birth-through-kindergarten, child development, early childhood education or an early childhood education related field. Teachers working toward the Associate Degree will make progress by completing a minimum of six documented semester hours per year. This rule will also require Teacher Assistants to complete at least 15 hours of annual in-service professional development.
- December 2020 there was a motion to publish rule and fiscal note.
- February of 8, 2021 There was a public hearing and the Commission received comments.
- August 3, 2021 - Motion to publish the rule.
- September 2021 - Rules Review Commission approved the Rule.
- At the December 6, 2021 Child Care Commission meeting the rule was adopted by the NC Child Care Commission. The Rule is scheduled to be effective April 1, 2022. DCDEE plans

to implement in September 2022

2) Supporting the training and professional development of the child care workforce

Goal: Ensure the lead agency's professional development systems or framework provides initial and ongoing professional development and education that result in a diverse and stable child care workforce with the competencies and skills to support all domains of child development. Please select N/A when necessary.

2.1 Lead Agency Progression of Professional Development

2.1.1 Did the lead agency use a workforce registry or professional development registry to track progression of professional development during October 1 to September 30 of the last federal fiscal year?



Yes.

If yes, describe:

The Division of Child Development and Early Education (DCDEE) Workforce Online Reporting and Knowledge System (WORKS) is an online database used by both child care providers (to electronically apply/upload education documentation) and DCDEE Workforce Education Unit staff (to evaluate education and issue position qualifications for 10 different child care positions). DCDEE WORKS utilizes a web-based process designed to increase efficiency with which staff can process child care provider educational evaluation applications.

A partnering agency was awarded a private grant to plan for a workforce development registry. They have submitted a report to DCDEE which includes recommendations regarding the components of a professional development registry and the information technology capabilities required to build the tool.



No.

If no, what alternative does the lead agency use to track the progression of professional development for teachers/providers serving children who receive CCDF subsidy? Describe:

2.1.2 Are any teachers/providers required to participate?

☒ Yes.

If yes, describe:

Staff in all child care positions must create a DCDEE WORKS account to electronically apply for qualification, upload education documents and gain access to their education evaluation results. Staff currently working in NC licensed child care facilities in all child care position(s) must meet minimum education requirements.

☐ No.

If no, describe:

2.1.3 Total number of participants in the registry as of September 30, 2021 # 181461

2.2 What supports did the lead agency make available to teachers/providers to help them progress in their education and professional pathway between October 1 and September 30 of the last federal fiscal year (check all that apply)? If available, how many people received each type of support?

☒ Scholarships (for formal education institutions)

2064

☒ Financial bonus/wage supplements tied to education levels

5099

☒ Career advisors, Mentors, Coaches, or Consultants

297

☐ Reimbursement for training

#

☐ Loans

#

☐ Substitutes, sick/annual leave, release time, etc. for professional development

#

☒ Other.

Describe:

Scholarships 2,064* (Child Care Services Association-CCSA through T.E.A.C.H.); 187 (State funded North Carolina Partnership for Children (NCPC))

Financial Bonus WAGE\$: 3,751; AWARD\$: 1,355** (Combined unduplicated: 5,099 (CCSA)) ;

Career advisors 297***; 926 (NCPC)

CCSA data

**2,064 early childhood educators were awarded T.E.A.C.H. Scholarships to take courses or help them complete their degree in ECE to ensure that children have qualified and motivated teachers.*

***3,751 unduplicated early educators received education-based salary supplements from WAGE\$ and 1,355 unduplicated early educators received education-based salary supplements through AWARD\$. These programs help early childhood educators remain at their current child care program, allowing young children to benefit from stable relationships with educated and engaged teachers.. The combined unduplicated number is 5,099.*

CCR&R data

****297 technical assistance and/or professional development specialists provided core technical assistance and professional development services in child care facilities. Not all services were funded through Council funded activities.*

☐ N/A

Describe:

2.3 Please report on the number of staff by qualification level as of September 30, 2021. Count only the highest level attained by staff.

2.3 Licensed child care providers

a. Total number

Licensed child care center directors: #: 4343

Licensed child care center teachers: #: 28717

Licensed family child care center providers: #: 1274

b. How many had a Child Development Associate (CDA)?

Licensed child care center directors: #: 0

Licensed child care center teachers: #: 0

Licensed family child care center providers: #: 0

☒ N/A

If N/A, explain:

Entered 0s to circumvent the error report. The DCDEE WORKS is an online application which currently allows persons working in child care and the public to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status, current job/position, or subsidy program participation, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator, Lead Teacher, etc.). In addition, though we have individual staff education records for a facility, the records are hard copy. The DCDEE's Regulatory database is an aggregate record of each facility's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

c. How many had an Associate's degree in an early childhood education field (e.g., psychology, human development, education)?

Licensed child care center directors: #: 1031

Licensed child care center teachers: #:

Licensed family child care center providers: #: 538

☒ N/A

If N/A, explain:

Director data - A Level II Director (5 and 6 point level in Star-Rated License) must have at least an Associate's degree. This is approximately 28% of all child care center directors receiving 1 to 7 points. This number does not include Centers in Residence administrators, GS 110-106 (Religious sponsored) Directors or Directors in programs with any kind of special license (eg. Temporary) who may have an Associate's degree.

Teacher data - The DCDEE WORKS is an online application which currently allows persons working in child care and the public to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status, current job/position, or subsidy program participation, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator, Lead Teacher, etc.). In addition, though we have individual staff education education records for a facility, the records are hard copy. The DCDEE's Regulatory database is an aggregate record of each

facility's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

FCCH Data - In order for a Family Child Care Home Operator to achieve 7 points in the Star-Rated License, they must hold an Associate's degree. Approximately 538 FCCH operators earned 7 points in the Star-Rated License in 20-21 which was 47% of FCCH operators achieving 1 to 7 points. The data does not include Operators in programs with any kind of special license (eg. Temporary) who may have an Associate's degree.

d. How many had a Bachelor's degree in an early childhood education field (e.g., psychology, human development, education)?

Licensed child care center directors: #: 1753

Licensed child care center teachers: #: 0

Licensed family child care center providers: #: 0

☒ N/A

If N/A, explain:

Entered 0s to circumvent the Error Report.

Director data - A level III Director (7 point level in Star-Rated License) must have at least a Bachelor's degree in addition to credentials and a portfolio. In 2020-2021 1,753 facilities had earned 7 points for their program, so this meant that their Director had received a Level III Administration Credential with a Bachelor's degree. This is approximately 47% of Child Care Center Directors. The data does not include Centers in Residence administrators, G.S. 110-106 (Religious sponsored) Directors or Directors in programs with any kind of special license (eg. Temporary) who may have a Bachelor's degree.

Teacher and FCCH data - The DCDEE WORKS is an online application which currently allows persons working in child care and the public to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status, current job/position, or subsidy program participation, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator, Lead Teacher, etc.). In addition, though we have individual staff education records for a facility, the records

are hard copy. The DCDEE's Regulatory database is an aggregate record of each facility's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

e. How many had a State child care credential?

Licensed child care center directors: #: 3733

Licensed child care center teachers: #:

Licensed family child care center providers: #: 1065

☒ N/A

If N/A, explain:

Director data - The NC Administration credential is required by Child Care Rule for Directors. The minimum number of Directors with a NC Administration Credential is 3,733 which is 86% of Child Care Directors receiving 0 to 7 points for education.

The data does not represent the total number of Directors with a credential since some programs have more than one administrator, some programs may not be in compliance with the Child Care Rule and persons are given two years to complete the credential. The number also does not include Centers in Residence administrators or GS 110-106 Directors (Religious sponsored).

Teacher data - DCDEE WORKS is an online database used by both child care providers (to electronically apply/upload education documentation) and DCDEE Workforce Education Unit staff (to evaluate education and issue position qualifications for 10 different child care positions). It is not designed to keep current data on active teachers'/administrators' education status or current job/position, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator, Lead Teacher, etc.). Each applicant has an electronic record within a database that contains individual staff education records. The state's Regulatory database maintains an aggregate record of each facility's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

Director data - The NC Administration credential is required by Child Care Rule for Directors. The minimum number of Directors with a NC Administration Credential is

3,733 which is 86% of Child Care Directors receiving 0 to 7 points for education.

The data does not represent the total number of Directors with a credential since some programs have more than one administrator, some programs may not be in compliance with the Child Care Rule and persons are given two years to complete the credential. The number also does not include Centers in Residence administrators or GS 110-106 Directors (Religious sponsored).

Teacher data - DCDEE WORKS is an online database used by both child care providers (to electronically apply/upload education documentation) and DCDEE Workforce Education Unit staff (to evaluate education and issue position qualifications for 10 different child care positions). It is not designed to keep current data on active teachers'/administrators' education status or current job/position, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator, Lead Teacher, etc.). Each applicant has an electronic record within a database that contains individual staff education records. The state's Regulatory database maintains an aggregate record of each facility's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

FCCH data- In order for a Family Child Care Home Operator to achieve 3 to 7 points in the Star-Rated License, they must complete the Family Child Care credential or its equivalent. Approximately 1,065 of operators held 3 to 7 points in the Star-Rated License in 20-21 which is 93% of FCCH Operators achieving 1 to 7 points in education. The data does not include FCCH Operators in programs with any kind of special license (Eg. Temporary) who may have a credential.

f. How many had State infant and toddler credentials?

Licensed child care center directors: #: 0

Licensed child care center teachers: #: 0

Licensed family child care center providers: #: 0

☒ N/A

If N/A, explain:

The NC Community College and University system offers infant toddler related

certificates which can make students eligible for the National Infant Toddler Child Development Associate Credential <https://www.cdacouncil.org/credentials/apply-forcda/infanttoddler>.

Director, teacher and FCCH data - The DCDEE WORKS is an online application which currently allows persons working in child care and the public to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status, current job/position, or subsidy program participation, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator, Lead Teacher, etc.). In addition, though we have individual staff education records for a facility, the records are hard copy. The DCDEE's Regulatory database is an aggregate record of each facility's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

g. How many had an "other" degree?

Define "other" degree:

See page 8 at the following [link](#) for a list of degrees which are accepted as Early Childhood/Child Development (EC/CD) degrees. All other degrees outside of Early Childhood and Child Development, such as Psychology, Chemistry, and Sociology are considered "other" degrees.

Licensed child care center directors: #: 0

Licensed child care center teachers: #: 0

Licensed family child care center providers: #: 0

☒ N/A

If N/A, explain:

The DCDEE WORKS is an online application which currently allows persons working in child care and the public to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status, current job/position, or subsidy program participation, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator, Lead Teacher, etc.). In addition, though we have individual staff education records for a facility, the records are hard copy. The

DCDEE's Regulatory database is an aggregate record of each facility's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

2.4 Please report on the number of staff by qualification level as of September 30, 2021. Count only the highest level attained by staff.

2.4 Licensed CCDF providers

a. Total number

Licensed child care center directors who serve children who receive CCDF subsidy: #: 3135

Licensed child care center teachers who serve children who receive CCDF subsidy: #: 0

Licensed family child care providers who serve children who receive CCDF subsidy: #: 912

b. How many had a Child Development Associate (CDA)?

Licensed child care center directors who serve children who receive CCDF subsidy: #: 0

Licensed child care center teachers who serve children who receive CCDF subsidy: #: 0

Licensed family child care providers who serve children who receive CCDF subsidy: #: 0

☒ N/A

If N/A, explain:

Director, teacher & FCCH data - The DCDEE WORKS is an online database used by both child care providers (to electronically apply/upload education documentation) and DCDEE Workforce Education Unit staff (to evaluate education and issue position qualifications for 10 different child care positions). It is not designed to keep current data on active teachers'/administrators' education status or current job/position, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator, Lead Teacher, etc.). Each applicant has an electronic record within a database that contains individual staff education records. The state's Regulatory database maintains an aggregate record of each facility's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

c. How many had an Associate's degree in an early childhood education field (e.g., psychology, human development, education)?

Licensed child care center directors who serve children who receive CCDF subsidy: #: 902

Licensed child care center teachers who serve children who receive CCDF subsidy: #: 0

Licensed family child care providers who serve children who receive CCDF subsidy: #: 460

 N/A

If N/A, explain:

Director data- A Level II Director (5 and 6 point level in Star-Rated License) must have at least an Associate's degree in addition to credentials and portfolio. In 20-21 902 Directors in in CCDF funded programs who had at least an Associates degree which is approximately 32% of CCDF Directors achieving 1 to 7 points in education.

The data is not an accurate representation of the number of programs participating subsidy/# of Directors for a few reasons: 1) Since the implementation of NC FAST and the provider portal for NC FAST, the Subsidy unit does not consistently mark the field in Regulatory which denotes program participation. 2) Though a program is in the database showing participation in the Subsidized ChildCare Program, sometimes programs are inactive. 3) The number does not include Centers in Residence administrators, GS 110-106 (Religious sponsored) Directors or Directors in programs with any kind of special license (Eg. Temporary) who may also have an Associate degree.

Teacher data: The DCDEE WORKS is an online application which currently allows person working in child care and the public to determine if they are qualified for 10 position types in childcare. It is not designed to keep current data on active teachers'/administrators' education status or current job/position, or subsidy program participation, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator, Lead Teacher, etc.). In addition, though DCDEE has individual staff education records for a facility, the records are hard copy. The DCDEE Regulatory database is an aggregate record of each program's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

FCCH data- In order for a Family Child Care Home Operator to achieve 7 points in the Star-Rated License, they must hold an Associate degree. Approximately 460 CCDF funded FCCH operators earned 7 points in the Star-Rated License in 2020-2021

which is 51% of FCCH operators achieving 1 to 7 points in education. The data does not include operators in programs with any kind of special license (eg. Temporary) who may have an Associate degree.

The data is not an accurate representation of the number of programs participating subsidy/# of Operators for a few reasons: 1) Since the implementation of NC FAST and the provider portal for NC FAST, the Subsidy unit does not consistently mark the field in Regulatory which denotes program participation. 2) Though a program is in the database showing participation in the Subsidized ChildCare Program, sometimes programs are inactive. 3) The number does not include Centers in Residence administrators, GS 110-106 (Religious sponsored) Directors or Directors in programs with any kind of special license (Eg. Temporary) who may also have an Associate degree.

d. How many had a Bachelor's degree in an early childhood education field (e.g., psychology, human development, education)?

Licensed child care center directors who serve children who receive CCDF subsidy: #: 1138

Licensed child care center teachers who serve children who receive CCDF subsidy: #: 0

Licensed family child care providers who serve children who receive CCDF subsidy: #: 0

☒ N/A

If N/A, explain:

Director data-

A Level III Director (7 point level in Star-Rated License) must have at least a Bachelor's degree in addition to credentials and portfolio. In 20-21 1,138 CCDF funded facilities had earned 7 points for their director, so this meant that the Director had received a Level III Administration Credential with a Bachelor's degree which is 40% of Directors who serve CCDF funded children achieving 1 to 7 points in education.

The data is not an accurate representation of the number of programs participating subsidy/# of Directors for a few reasons: 1) Since the implementation of NC FAST and the provider portal for NC FAST, the Subsidy unit does not consistently mark the field in Regulatory which denotes program participation. 2) Though a program is in the

database showing participation in the Subsidized ChildCare Program, sometimes programs are inactive. 3)The data does not include Centers in Residence administrators, GS 110-106(Religious sponsored) Directors or Directors in programs with any kind of special license (Temporary) who may have a Bachelor's degree.

Teacher & FCCH data-

The DCDEE WORKS is an online application which currently allows person working in child care and the public to determine if they are qualified for 10 position types in childcare. It is not designed to keep current data on active teachers'/administrators' education status or current job/position, or subsidy program participation, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator, Lead Teacher, etc.). In addition, though DCDEE has individual staff education records for a facility, the records are hard copy. The DCDEE Regulatory database is an aggregate record of each program's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

e. How many had a State child care credential?

Licensed child care center directors who serve children who receive CCDF subsidy: #: 2828

Licensed child care center teachers who serve children who receive CCDF subsidy: #:

Licensed family child care providers who serve children who receive CCDF subsidy: #: 888

☒ N/A

If N/A, explain:

Director data- The NC Administration credential is required by Child Care Rule for Directors. The minimum number of CCDF Directors with a NC Administration Credential is 2,828 which is 90% of Child Care Directors receiving 0 to 7 points for education.

The data is not an accurate representation of the number of programs participating subsidy/# of Directors for a few reasons: 1) Since the implementation of NC FAST and the provider portal for NC FAST, the Subsidy unit does not consistently mark the field in Regulatory which denotes program participation. 2) Though a program is in the

database showing participation in the Subsidized Child Care Program, sometimes programs are inactive. 3) The data does not include Centers in Residence administrators, GS 110-106(Religious sponsored) Directors or Directors in programs with any kind of special license (Temporary) who may have a Bachelor's degree. 4) The data does not represent the total number of Directors with a credential since some programs have more than one administrator, some programs may not be in compliance with the Child Care Rule and persons are given two years to complete the credential. 5) This number also does not include Centers in Residence administrators, GS110-106 (Religious sponsored) Directors or those having any kind of special license (eg. Temporary) who may have credentials.

Teacher data- The DCDEE WORKS is an online application which currently allows person working in child care and the public to determine if they are qualified for 10 position types in childcare. It is not designed to keep current data on active teachers'/administrators' education status or current job/position, or subsidy program participation, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator, Lead Teacher, etc.). In addition, though DCDEE has individual staff education records for a facility, the records are hard copy. The DCDEE Regulatory database is an aggregate record of each program's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

FCCH data- In order for a Family Child Care Home Operator to achieve 3 to 7 points in the Star-Rated License, they must complete the Family Child Care credential or its equivalent. Approximately 888 CCDF FCCH operators held 3 to 7 points in the Star-Rated license in 2020-2021 which is 98% of CCDF FCCH Operators achieving 1 to 7 points in education.

The data is not an accurate representation of the number of programs participating in subsidy/# of Operators for a few reasons: 1) Since the implementation of NC FAST and the provider portal for NC FAST, the Subsidy unit does not consistently mark the field in Regulatory which denotes program participation in subsidy. 2) Though a program is in the database showing participation in the Subsidized ChildCare Program, sometimes programs are inactive. 3) The data does not include operators in programs with any kind of special license (eg. Temporary) who may have an

Associate's degree. The data does not include operators in programs with any kind of special license (Eg. Temporary) who may have a credential.

f. How many had State infant and toddler credentials?

Licensed child care center directors who serve children who receive CCDF subsidy: #: 0

Licensed child care center teachers who serve children who receive CCDF subsidy: #: 0

Licensed family child care providers who serve children who receive CCDF subsidy: #: 0

☒ N/A

If N/A, explain:

Director, teacher & FCCH data - The NC Community College and University system offers infant toddler related certificates which can make students eligible for the National Infant Toddler Child Development Associate Credential

<https://www.cdacouncil.org/credentials/apply-forcda/infant> toddler .

The DCDEE WORKS is an online application which currently allows persons working in child care and the public to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status, current job/position, or subsidy program participation, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator, Lead Teacher, etc.). In addition, though we have individual staff education records for a facility, the records are hard copy. The DCDEE's Regulatory database is an aggregate record of each facility's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

g. How many had an "other" degree?

Define "other" degree

See page 8 at the following [link](#) for a list of degrees which are accepted as Early Childhood/Child Development (EC/CD) degrees. All other degrees outside of Early Childhood and Child Development, such as Psychology, Chemistry, and Sociology are considered "other" degrees.

Licensed child care center directors who serve children who receive CCDF subsidy: #: 0

Licensed child care center teachers who serve children who receive CCDF subsidy: #: 0

Licensed family child care providers who serve children who receive CCDF subsidy: #: 0

 N/A

If N/A, explain:

Director, teacher and FCCH data-

The DCDEE WORKS is an online application which currently allows persons working in child care and the public to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status, current job/position, or subsidy program participation, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator, Lead Teacher, etc.). In addition, though we have individual staff education records for a facility, the records are hard copy. The DCDEE's Regulatory database is an aggregate record of each facility's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

2.5 How many providers received the following additional forms of professional development from October 1, 2020 to September 30, 2021?

a) Business practices

Total: 1030

Licensed or registered center-based programs: 0

License-exempt center-based programs: 0

Licensed or registered family child care: 0

License-exempt family child care (care in providers' home): 0

In-home (care in the child's own home): 0

b) Mental health

Total: 3480

Licensed or registered center-based programs: 0

License-exempt center-based programs: 0

Licensed or registered family child care: 0

License-exempt family child care (care in providers' home): 0

In-home (care in the child's own home): 0

c) Diversity, equity, and inclusion

Total: 1036

Licensed or registered center-based programs: 0
License-exempt center-based programs: 0
Licensed or registered family child care: 0
License-exempt family child care (care in providers' home): 0
In-home (care in the child's own home): 0

d) Other:

Describe:

NCPC-combined diverse tracks. 182

Data points for CCR&R includes a duplicated count of providers in licensed/regulating centers and family child care homes.

DCDEE contractors do not have data disaggregated by program type.

Other PD include, but not limited to: Health & Safety (the primary area of TA & PD), Environmental Rating Scales (ERS), Emergency Preparedness and Response (EPR), ITS-SIDS, Curriculum, Literacy, and STEAM,

Total: 182

Licensed or registered center-based programs: 0
License-exempt center-based programs: 0
Licensed or registered family child care: 0
License-exempt family child care (care in providers' home): 0
In-home (care in the child's own home): 0

2.6 Spending:

2.6.1 Did the lead agency spend funds from any of the following sources to support the training and professional development of the child care workforce during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

☒ Yes.

Amount spent: \$ 24,494,817

Comments related to dollar amount provided (optional):

CCDF Quality set aside

☐ No

☐ N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

☐ Yes.

Amount spent: \$

If yes, describe source(s) of funding:

☒ No

☐ N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

☒ Yes.

Amount spent: \$ 5,744,365

If yes, describe how funds were used:

In alignment of Recommendation #3 of the B-3 Interagency Council, DCDEE leveraged PDG B-5 Renewal Grant and CARES Act funding to establish a state-level license for Teaching Strategies Distance Learning Solutions in August 2020. This achievement has begun operationalizing North Carolina's vision to establish sustainable and scalable processes for the sharing of individual child development information. During the 2020-2021 school year, DCDEE partnered with Teaching Strategies to deliver 428 customized training sessions reaching up to 4,330 NC Pre-K educators. The first two trainings held "Using the Creative Curriculum Cloud and GOLD to Elevate Planning and Family Partnerships" and "Partnering with Families" focused on introducing educators to the Teaching Strategies resources

and how to utilize them in building partnerships with families to support the instruction and learning of children. DCDEE partnered with Teaching Strategies and the NC Department of Public Instruction to deliver a third training session on "Getting Ready for Kindergarten: Supporting Pre-Kindergarten to Kindergarten Transitions" as joint learning opportunity for NC Pre-K and Kindergarten educators on how to use Teaching Strategies resources to support pre-k/preschool to Kindergarten transitions.

☐ No

☐ N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

☐ Yes.

Amount spent: \$

If yes, describe how funds were used:

☒ No

☐ N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

☐ Yes.

Amount spent: \$

If yes, describe how funds were used:

☒ No

☐ N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

☐ Yes.

Amount spent: \$

If yes, describe how funds were used:

☒ No

☐ N/A

Describe:

2.7 Progress Update:

Describe the measures used and progress made during October 1, 2020 to September 30, 2021. Include examples and numeric targets where possible.

CCR&R

16,279 Unduplicated child care providers (15,274 center based/1,005 FCCHs) received professional development training.

1,670 Unduplicated child care providers trained in Continuing Education Unit courses.

5,310 Unduplicated child care classrooms received technical assistance services to increase the quality of child care services and to support the professional development needs of child care providers

4,739 Training sessions offered

33,919 Duplicated licensed child care providers participated in training events.

10,657 training hours provided.

225,977 Children were served by training participants.

Improved star-ratings over time are evidence of progress made in the quality of childcare programs.

FCCH

1-Star 2-Star 3 Star 4 Star 5 Star

2008 31% 22% 17% 18% 12.4%
2012 18% 17% 27% 24% 13%
2016 14% 10% 30% 34% 13%
2018 9% 10% 31% 39% 12%
2019 10% 9% 30% 40% 13%
2020 9% 8% 29% 39% 12%
2021 8% 7% 30% 39% 13%

Child Care Centers

1-Star 2-Star 3 Star 4 Star 5 Star

2008 12% 10% 23% 26% 29%
2012 3.7% 2.2% 24% 29% 41%
2016 2% .61% 20% 26% 52%
2018 2% .37% 19% 25% 53%
2019 2.4% .41% 19% 25% 54%
2020 2.4% .46% 17% 22% 48%
2021 2.5% .39% 18% 24% 51%

Between 10/1/2020 to 9/30/2021 NCRLAP completed 128 training events with 4,122 participants.

In 2020-2021 the NC Child Care Health and Safety Resource Center (RC), program of the University of North Carolina Gillings School of Global Public Health, had the following outputs:

- 56 in person training opportunities on health and safety in child care topics conducted for child care community.**
- 1,053 child care facilities received consultation and/or coaching services in counties not being served by Child Care Health Consultants**
- 13 health and safety related train-the-trainer courses offered to early childhood technical assistance providers and qualified training professionals.**
- 52 child care health consultants received consultation/coaching services. The IT CCHCs had a combined total of 470 of training or consultation encounters with child care facilities and 66 percent of the encounters were COVID-19 related.**
- From January-June 2021 37,587 CCDF required health and safety trainings were**

completed on the DCDEE Moodle training platform.

All teachers (n=743) served by the Early Educator Support Offices at East Carolina and UNC Charlotte during the last federal fiscal year are provided various opportunities to enhance their understanding and use of the NC Foundations for Early Learning and Development (Foundations). Throughout the first year of service, eligible teachers complete the online version of the Intermediate (Foundations) modules; this is a requirement for first year Residency licensed teachers as part of the pre-service checklist. In subsequent years all teachers are supported through completion of the Advanced (Foundations) modules, which serve to broaden teachers' practical knowledge of universal strategies to support young children across the developmental continuum and children of all abilities. On an individualized basis, teachers are provided classroom based instructional (mentoring and coaching) support and guidance in order to effectively implement knowledge gleaned from the module content as well as to support the use of the early learning standards to inform instructional planning that meets the needs of young children across the developmental continuum.

3) Improving early learning and development guidelines

Goal: To ensure the lead agency has research-based early learning and development guidelines appropriate for children birth to age 12, including children with special needs and dual language learners that are used to inform practice and professional development.

3.1 Were any changes or updates made to the State or Territory's early learning and development guidelines during October 1, 2020 to September 30, 2021?

☐ Yes.

If yes, describe changes or updates:

☒ No

☐ N/A

Describe:

3.2 Spending:

3.2.1 Did the lead agency spend funds from any of the following sources on the development or implementation of early learning and development guidelines during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

☒ Yes.

Amount spent: \$ 2,821,116.42

Comments related to dollar amount provided (optional):

CCR&R agencies offered 60 training events in NC Foundations (FELD) and trained 384 center-based providers and 28 family child care home providers through these events. In addition, the Statewide TA/PD Specialist developed the Virtual NC FELD Activity Packet and delivered NC FELD Train-the-Trainer for both face-to-face (23 participants) and virtual delivery (48 participants). Includes employee salaries and expenses.

☐ No

☐ N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

☐ Yes.

Amount spent: \$

If yes, describe source(s) of funding:

☒ No

☐ N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

☐ Yes.

Amount spent: \$

If yes, describe how funds were used:

☒ No

☐ N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

☐ Yes.

Amount spent: \$

If yes, describe how funds were used:

☒ No

☐ N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

☐ Yes.

Amount spent: \$

If yes, describe how funds were used:

☒ No

☐ N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

☐ Yes.

Amount spent: \$

If yes, describe how funds were used:

☒ No

☐ N/A

Describe:

3.3 Progress Update:

Describe the measures used and progress made during October 1, 2020 to September 30, 2021. Include examples and numeric targets where possible.

All teachers (n=743) served by the Early Educator Support Offices at East Carolina and UNC Charlotte during the last federal fiscal year are provided various opportunities to enhance their understanding and use of the NC Foundations for Early Learning and Development (Foundations). Throughout the first year of service, eligible teachers complete the online version of the Intermediate (Foundations) modules; this is a requirement for first year Residency licensed teachers as part of the pre-service checklist. In subsequent years all teachers are supported through completion of the Advanced (Foundations) modules, which serve to broaden teachers' practical knowledge of universal strategies to support young children across the developmental continuum and children of all abilities. On an individualized basis, teachers are provided classroom based instructional (mentoring and coaching) support and guidance in order to effectively implement knowledge gleaned from the module content as well as to support the use of the early learning standards to inform instructional planning that meets the needs of young children across the developmental continuum.

4) Developing, implementing, or enhancing a quality rating and improvement system (QRIS) and other transparent system of quality

indicator

Goal: To ensure the lead agency implements a quality rating and improvement system, or other quality rating system, to promote high-quality early care and education programs.

Please provide the lead agency's definition of high quality care, and how it relates to the tiers of the QRIS, including a description of all tiers and which are considered high quality (if applicable). *This may include the high quality definition as part of the lead agency's Quality Rating and Improvement System (QRIS). If no QRIS exists describe other measures used to assess quality (may include assessment scores, accreditation, or other metric):*

North Carolina's Star Rated License System is part of the Division of Child Development and Early Education's child care licensing process and is based on the total number of points earned for meeting increasingly stringent levels of standards as star-ratings increase. This system was designed to help parents more easily differentiate the quality of child care programs. One star means a program meets minimum licensing requirements. Two to five stars means a program has voluntarily met progressively higher standards in staff education and program quality. The Staff Education rating reflects the education and experience of a program's staff (which positively impacts program quality). The program standards portion of the rating program reflects the quality of care children receive, and assesses child/adult interactions, classroom materials and indoor/outdoor equipment available for children, indoor/outdoor space per child, and staff-to-child ratios. Child care programs can earn up to seven points staff education and program standards. One extra "quality point" may be earned on each license by meeting additional education or program criteria not previously addressed. A facility can earn up to a total of fifteen points. The star rated license system is tied to tiered subsidy reimbursement payments based on a program's star rated license. The higher number of stars a program achieves results in higher subsidy reimbursement rates. In 2012, NC's General Assembly enacted legislation that requires child care facility operators to have a star rated license of three stars or higher, or religious-sponsored programs must have a Notice of Compliance, to be eligible to participate in the Subsidized Child Care Assistance program. North Carolina recognizes highest quality care as four or five star rated licensed programs. Four- and five-star programs demonstrate higher staff education and program standards than other programs. The NC Pre-kindergarten programs must achieve and maintain a four or five star rated license, along with additional standards that exceed the four- or five-star standards.

4.1 Indicate the status of the lead agency's quality rating and improvement system (QRIS) during October 1, 2020 to September 30, 2021?

- ☒ The lead agency QRIS is operating state- or territory-wide
- ☐ The lead agency QRIS is now operating as a pilot, in a few localities, or only a few levels
- ☐ The lead agency is operating another system of quality improvement. Describe this system

Describe:

- ☐ The lead agency does not have a QRIS or other system of quality improvement.

4.2 What types of providers participated in the QRIS during October 1, 2020 to September 30, 2021 (check all that apply)?

- ☒ Licensed child care centers
- ☒ Licensed family child care homes
- ☐ License-exempt providers
- ☒ Programs serving children who receive CCDF subsidy
- ☒ Early Head Start programs
- ☒ Head Start programs
- ☒ State Prekindergarten or preschool programs
- ☒ Local district-supported Prekindergarten programs
- ☒ Programs serving infants and toddlers
- ☒ Programs serving school-age children
- ☐ Faith-based settings
- ☒ Tribally operated programs
- ☒ Other.

Describe:

Faith-based programs can choose to operate under a Notice of Compliance meeting minimum health and safety standards or operate with a star-rated license. If they choose to operate under a Notice of Compliance, they are exempt from participating in the QRIS.

4.3 For each setting, indicate the number of providers eligible to participate in the

QRIS and the number of providers participating in the QRIS as of September 30, 2021?

a. Number of providers eligible for QRIS:

Licensed child care centers: # 3825

License-exempt child care centers: # 327

Licensed family child care homes: # 1238

License-exempt family child care homes: # 0

In-home (care in the child's own home): # 0

Programs serving children who receive CCDF subsidy: # 3209

Other: 0

Describe:

For these data points DCDEE included 1-5 Star centers, Family Child Care Homes and centers operating with a Notice of Compliance (religious sponsored/faith-based programs).

b. Number of providers participating in QRIS:

Licensed child care centers: # 3724

License-exempt child care centers: # 0

Licensed family child care homes: # 1130

License-exempt family child care homes: # 0

In-home (care in the child's own home): # 0

Programs serving children who receive CCDF subsidy: # 3079

Other: 0

Describe:

For these data points, DCDEE included 2-5 star centers and FCCHs.

c. N/A:

Licensed child care centers: #

Circumventing the error report.

License-exempt child care centers: #

0

Licensed family child care homes: #

0

License-exempt family child care homes: #

0

In-home (care in the child's own home): #

0

Programs serving children who receive CCDF subsidy: #

0

Other, describe:

0

4.4 Is participation in the QRIS mandatory for any group of providers?

- ☒ Yes (check all that apply).
- ☒ Licensed child care centers
- ☒ Licensed family child care homes
- ☐ License-exempt providers
- ☒ Programs serving children who receive CCDF subsidy
- ☒ Early Head Start programs
- ☒ Head Start programs
- ☒ State Prekindergarten or preschool programs
- ☒ Local district-supported Prekindergarten programs
- ☒ Programs serving infants and toddlers
- ☒ Programs serving school-age children
- ☐ Faith-based settings
- ☒ Tribally operated programs
- ☐ Other

Describe:

☐ No

☐ N/A

Describe:

4.5 Enter the number of programs that met the lead agency's high quality definition as of September 30, 2021:

- a) Licensed family child care # 661
- b) Legally exempt family child care (care in providers' home) # 0
- c) Licensed center-based programs # 2987
- d) Legally exempt center-based programs # 0
- e) In-home (care in the child's own home) # 0
- f) Programs serving children who receive CCDF subsidy # 2213

☐ N/A

Describe:

4.6 Enter the number of CCDF children in high quality care by age grouping as of September 30, 2021:

- a. Total number of CCDF children in high quality care # 40956
 - i. Infant # 1754

Define age range: 0-11

- ii. Toddler # 9534

Define age range: Ones and twos

- iii. Preschool # 12,620

Define age range: Threes and fours

- iv. School-age # 16,944

Define age range: Five to twelve

- b. Other. Describe:

NA

- c. N/A. Describe:

NA

4.7 Did the lead agency provide one-time grants, awards or bonuses connected to (or related to) QRIS during October 1, 2020 to September 30, 2021? If yes, how many were provided to the following types of programs during October 1, 2020 to September 30, 2021?

- ☐ Yes, the following programs received grants..
- a. Licensed child care centers #
 - b. License-exempt child care centers #
 - c. Licensed family child care homes #
 - d. License-exempt family child care (care in providersâ home) #
 - e. In-home (care in the childâs own home) #
 - f. Programs serving children who receive CCDF subsidy #

☒ No

☐ N/A

Describe:

4.8 Did the lead agency provide on-going or periodic quality stipends connected to (or related to) QRIS during October 1, 2020 to September 30, 2021? If yes, how many programs received on-going or periodic quality stipends connected to (or related to) QRIS during October 1, 2020 to September 30, 2021?

- ☐ Yes, the following programs received stipends.
- a. Licensed child care centers # 107
 - b. License-exempt child care centers #
 - c. Licensed family child care homes # 26
 - d. License-exempt family child care (care in providersâ home) #
 - e. In-home (care in the childâs own home) #
 - f. Programs serving children who receive CCDF subsidy #

☐ No

☒ N/A

Describe:

In relation to the data noted in a. and c., NCPC used non-CCDF funds to provide stipends connected to QRIS in FFY 2021.

4.9 Did the lead agency provide ongoing technical assistance related to the QRIS or other quality rating system during October 1, 2020 to September 30, 2021? If so, how many programs received ongoing technical assistance during October 1, 2020 to September 30, 2021?

- ☒ Yes, the following programs received ongoing technical assistance.
- a. Licensed child care centers # 908
 - b. License-exempt child care centers # 0
 - c. Licensed family child care homes # 143

- d. License-exempt family child care (care in providersâ home) # 0
- e. In-home (care in the childâs own home) # 0
- f. Programs serving children who receive CCDF subsidy # 0

☐ No

☐ N/A

Describe:

**CCR&R statewide data in a. and c. is reported as unduplicated providers working in licensed child care centers and family child care homes.*

NC PC, with state funds, provided 155 licensed centers with ongoing technical assistance. 57 licensed Family Child Care Homes were provided ongoing technical assistance.

4.10 Did the lead agency provide higher subsidy rates related to the QRIS or other quality rating system during October 1, 2020 to September 30, 2021? If so, how many programs received higher subsidy payment rates due to their QRIS rating during October 1, 2020 to September 30, 2021?

☒ Yes, the following programs received higher subsidy rates.

- a. Licensed child care centers # 2631
- b. License-exempt child care centers # 0
- c. Licensed family child care homes # 801
- d. License-exempt family child care (care in providersâ home) # 0
- e. In-home (care in the childâs own home) # 0
- f. Programs serving children who receive CCDF subsidy # 0

☐ No

☐ N/A

Describe:

NCPC also mentions 498 programs received higher subsidy payment rates due to the programs' QRIS rating. This data cannot be disaggregated by facility type.

4.11 Spending:

4.11.1 Did the lead agency spend funds from any of the following sources to support QRIS or other quality rating systems during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

☒ Yes.

Amount spent: \$ 3,487,552

Comments related to dollar amount provided (optional):

240 technical assistance and/or professional development specialists (individuals, not FTEs) provided core technical assistance and professional development services in child care facilities. Not all services were funded through Council funded activities.

This excludes 36 regional HSB specialists and 21 regional IT specialists.

☐ No

☐ N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

☒ Yes.

Amount spent: \$ 1,535,623

If yes, describe source(s) of funding:

These were state dollars to support QRIS.

☐ No

☐ N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

☐ Yes.

Amount spent: \$

If yes, describe how funds were used:

☒ No

☐ N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

☐ Yes.

Amount spent: \$

If yes, describe how funds were used:

☒ No

☐ N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

☐ Yes.

Amount spent: \$

If yes, describe how funds were used:

☒ No

☐ N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

☐ Yes.

Amount spent: \$

If yes, describe how funds were used:

☒ No

☐ N/A

Describe:

4.12 Progress Update:

Describe the measures used and progress made during October 1, 2020 to September 30, 2021. Include examples and numeric targets where possible.

Improved star-ratings over time are evidence of progress made in the quality of child care programs.

FCCH

	1-Star	2-Star	3 Star	4 Star	5 Star
2008	31%	22%	17%	18%	12.4%
2012	18%	17%	27%	24%	13%
2016	14%	10%	30%	34%	13%
2018	9%	10%	31%	39%	12%
2019	10%	9%	30%	40%	13%
2020	9%	8%	29%	39%	12%
2021	8%	7%	30%	39%	13%

Child Care Centers

	1-Star	2-Star	3 Star	4 Star	5 Star
2008	12%	10%	23%	26%	29%
2012	3.7%	2.2%	24%	29%	41%
2016	2%	.61%	20%	26%	52%
2018	2%	.37%	19%	25%	53%
2019	2.4%	.41%	19%	25%	54%
2020	2.4%	.46%	17%	22%	48%
2021	2.5%	.39%	18%	24%	51%

In previous QPRs the DCDEE has also submitted the NC Pre-Kindergarten Evaluation Study

because it has measures that can show progress related to the QRIS promoting high quality early care and education programs; however, due to COVID19 this study has not been conducted the last few years.

5) Improving the supply and quality of child care programs for infants and toddlers

Goal: Ensure adequate and stable supply of high quality child care with a qualified, skilled workforce to promote the healthy development of infants and toddlers. Please report on all activities funded by quality dollars and infant toddler set-aside.

5.1 Provide the total number of state or territory-funded infant toddler specialists available to providers during October 1, 2020 to September 30, 2021.

☒ Yes, specialists are available.

a) Number of Specialists available to all providers # 21

b) Number of specialists available to providers serving children who receive CCDF# 21

c) Number of specialists available specifically trained to support family child care providers # 0

d) Number of providers served # 3255

e) Total number of children reached # 762

☐ No, there are no funded specialists.

☐ N/A

Describe:

d. Number of providers served # 744 Technical Assistance and 3,255 Training

e. Total number of children reached # 762 children were served with intensive TA; additional children were served with general TA, however this data was not collected.

5.2 Please provide the total number of programs receiving state or territory-funded on-site coaching in infant and toddler practice and the percentage of these programs that served CCDF children.

a. Number of programs receiving on-site coaching:

Licensed child care centers: # 97

License-exempt child care centers: # 0

Licensed family child care homes: # 0

License-exempt family child care homes: # 0
In-home (care in the child's own home) providers: # 0

b. Percent of total programs receiving on-site coaching that served children who receive CCDF:

Licensed child care centers: % 100
License-exempt child care centers: % 0
Licensed family child care homes: % 0
License-exempt family child care homes: % 0
In-home (care in the child's own home) providers: % 0

c. N/A:

Licensed child care centers, describe:

a. 97 TA was virtual, instead of onsite, due to COVID-19.

License-exempt child care centers, describe:

NA

Licensed family child care homes, describe:

NA

License-exempt family child care homes, describe:

NA

In-home (care in the child's own home) providers, describe:

NA

5.3 Provide the total number of state or territory funded infant and toddler health consultants in the state or territory during October 1, 2020 to September 30, 2021.

☒ Consultants available

3

☒ Consultants available to providers serving CCDF children

3

☐ No funded infant and toddler health consultants.

☒ N/A

Describe:

In addition, there are 76 Child Care Health Consultants that offer infant toddler

technical assistance along with technical assistance for threes through twelve year old children. These consultants were not included in the total number of infant toddler CCHCs available since providing technical assistance for infants and toddlers is only a portion of their position responsibilities.

5.4 Did the lead agency conduct an analysis of supply and demand for infant toddler slots to identify areas of focus to build supply during October 1, 2020 to September 30, 2021?

☐ Yes

Describe (include link to analysis if available):

☒ No

☐ N/A

Describe:

5.5 Provide the number of staffed family child care networks supported by CCDF funds through direct agreement with a centralized hub or community-based agency during October 1, 2020 to September 30, 2021.

☐ Number of staffed family child care networks:

#

Describe what the hub provides to participating family child care providers:

☒ No staffed family child care networks supported by CCDF funds.

☐ N/A

Describe:

While there are staffed family child care networks in NC, none of these are supported with CCDF funds. However, CCDF funds were allocated to Southwestern Child Development Commission as a part of the NC CCR&R Council effective 7-1-19 for a Statewide Family Child Care Home Program Coordinator. The FCCH Program Coordinator continues to work with multiple stakeholders, community partners and FCCHs, providing training, technical assistance and Community of Practice opportunities. A FCCH Advisory Committee was convened and has been meeting over the course of the past year to inform how FCCHs will be best supported based on what they have identified as their most critical needs. Staffed Family Child Care Home

networks are one of their recommendations for support.

5.6 Spending:

5.6.1 Did the lead agency spend funds from any of the following sources, in addition to the 3% infant and toddler set-aside, to improve the supply and quality of child care programs and services for infants and toddlers during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

☐ Yes.

Amount spent: \$

Comments related to dollar amount provided (optional):

☒ No

☐ N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

☐ Yes.

Amount spent: \$

If yes, describe source(s) of funding:

☒ No

☐ N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

☒ Yes.

Amount spent: \$ 0

If yes, describe how funds were used:

The amount spent on infants and toddlers cannot be disaggregated from the total for all age groups. Funds were spent on teacher and staff bonuses, October operation grants, Personal Protective Equipment, and administrative costs.

☐ No

☐ N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

☐ Yes.

Amount spent: \$ 0

If yes, describe how funds were used:

☒ No

☐ N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

☐ Yes.

Amount spent: \$

If yes, describe how funds were used:

☒ No

☐ N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this

10%.)

☐ Yes.

Amount spent: \$

If yes, describe how funds were used:

☒ No

☐ N/A

Describe:

5.7 Progress Update:

Describe the measures used and progress made during October 1, 2020 to September 30, 2021.

Include examples and numeric targets where possible.

The NC Infant Toddler Quality Enhancement Project, managed by Child Care Services Association and employing 21 regional Infant Toddler Specialists at Lead CCR&R Agencies across the state, provided technical assistance to 744 teachers and administrators in 75 counties. Of these, intensive technical assistance was provided to 337 participants in 140 classrooms impacting 762 children. Due to COVID-19 restrictions, the team of IT Specialists were not able to conduct pre- or post-assessments of classrooms; therefore an average score showing an improvement in quality after technical assistance is not available.

However, participants were asked to complete an evaluation in which they were asked if they had an increased ability to apply the knowledge and skills gained through technical assistance on a 5 point Likert-type scale. 98% expressed ability to apply skills gained following technical assistance.

- 310 training sessions were conducted during the year with 3255 unduplicated participants from 89 counties. Outcome: 99% of participants reported on the training evaluation an increase in ability to apply the knowledge and skills from the training to their classrooms.
- Two virtual train-the-trainer sessions for the Developmental Monitoring and Screening two-hour training were conducted for 31 CCR&R and Smart Start technical assistance and professional development providers statewide.
- 92 of NC's 100 counties were served by the NC ITQEP during FY2021.

923 Infant and toddler teachers participated in the T.E.A.C.H. ® Early Childhood Infant Toddler Scholarship Collaborative with the highest number of participants at the Associate

Degree level ([T.E.A.C.H. Annual Report](#) 10; July 1, 2020-June 30, 2021)

1,355 unduplicated early educators received education-based salary supplements through Infant-Toddler Educator AWARD\$® (AWARD\$). AWARD\$ provides education-based salary supplements to low-paid early educators working full-time with children birth through age two in North Carolina. The program is designed to better compensate and retain well-educated teachers and family child care educators working with our youngest children.

18 persons participated in the Leadership in Infant and Toddler Learning (LITL) Post-Baccalaureate Certificate Scholarship Program through T.E.A.C.H. ([T.E.A.C.H. Annual Report](#) 7; July 1, 2020- June 30, 2021). This scholarship program was designed to provide financial support and incentives to eligible early childhood educators who are pursuing specialized educational and leadership opportunities offered through the Leadership in Infant and Toddler Learning Post-Baccalaureate Certificate Program at the University of North Carolina at Greensboro. This scholarship is available to early educators who care for infants and 7 toddlers, administrators of licensed facilities that have infants and toddlers enrolled or individuals employed in early childhood-focused organizations who perform specialized technical assistance or a professional development function for early childhood educators working directly with infants and toddlers.

6) Establishing, expanding, modifying, or maintaining a statewide system of child care resource and referral services

Goal: Lead agency provides: services to involve families in the development of their children, information on a full range of child care options, and assistance to families in selecting child care that is appropriate for the family's needs and is high quality as determined by the State/Territory.

6.1 Describe how CCDF quality funds were used to establish, expand, modify, or maintain a statewide system of child care resource and referral services during October 1, 2020 to September 30, 2021.

The NC Child Care Resource & Referral Council, comprised of Child Care Resources Inc. (CCRI), Child Care Services Association (CCSA), and Southwestern Child Development Commission, Inc. (SWCDC), was established by the North Carolina Division of Child Development & Early Education to ensure the creation, delivery, and refinement of core child care resource and referral services across the state and to work in partnership with DCDEE

to develop and implement other statewide training and technical assistance services as needed. The three Council Management Agencies (CMAs) work collaboratively to ensure that CCR&R services are delivered to consistent quality standards statewide.

CCR&R Council management are constantly considering ways to modify the CCR&R system to meet early childhood education system needs. For example, in 2020-2021, CCR&R shifted funds in their contracts so that the FTE of the Statewide Consumer Education Specialist position could change from 25% FTE to 90% FTE due to increased time being spent on meeting needs of providers who were submitting a weekly survey to provide CCR&R data related to child care openings. CCR&R also provided the staff and technical support needed for creating a statewide hotline to assist parents with finding child care returning to work after COVID-19 absences.

In February 2021, the CCR&R system responded to a request from DCDEE/DHHS to support child care providers in accessing Covid-19 vaccinations by conducting a survey with child care programs. Programs were surveyed to determine staff desire to be vaccinated and the status of access to vaccinations. Through this effort staff were provided information on where/how to obtain vaccinations. In multiple areas across the state, CCR&Rs were directly involved in coordinating vaccination clinics for child care workers. During April and May 2021, CCR&Rs conducted a follow up survey of providers to assess the current status of vaccine participants.

A further modification to CCR&R activities was the change to providing increased virtual training options in lieu of in-person trainings due to COVID-19.

6.2 Spending:

6.2.1 Did the lead agency spend funds from any of the following sources to establish, expand, modify, or maintain a statewide CCR&R during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

☒ Yes.

Amount spent: \$ 2,834,156

Comments related to dollar amount provided (optional):

☐ No

☐ N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

☐ Yes.

Amount spent: \$

If yes, describe source(s) of funding:

☒ No

☐ N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

☐ Yes.

Amount spent: \$

If yes, describe how funds were used:

☒ No

☐ N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

☐ Yes.

Amount spent: \$

If yes, describe how funds were used:

☒ No

☐ N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

☐ Yes.

Amount spent: \$

If yes, describe how funds were used:

☒ No

☐ N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

☐ Yes.

Amount spent: \$

If yes, describe how funds were used:

☒ No

☐ N/A

Describe:

6.3 Progress Update:

Describe the measures used and progress made during October 1, 2020 to September 30, 2021. Include examples and numeric targets where possible..

System modification:

One modification included changing the FTE of the Statewide Consumer Education Specialist position, from 25% FTE to 90% FTE using current funding. This modification was effective July 1, 2021.

Modification of CCR&R activities:

CCR&Rs implemented a new 1-888 hotline for families searching for child care. CCR&R staff worked diligently as calls flooded in from families looking for child care as they returned to the workforce from COVID-19 absences. Flyers were available in [English](#) and [Spanish](#) to provide more information about the child care hotline for parents and families who may need birth through school-age care.

17,131 unduplicated households (with all adults presently working) received consumer education services to help families make informed decisions about child care and early education services..

In February 2021, the CCR&R system responded to a request from DCDEE/DHHS to support child care providers in accessing Covid-19 vaccinations. CCR&R lead and local agencies directly connected with 4782 centers and family child care homes with 32,369 staff. At that time, 24% of providers were indicating a desire to receive the vaccine with 15% of child care workers already vaccinated. Programs were surveyed to determine the status of access to vaccinations for staff and through this effort were provided information on where/how to obtain vaccinations. In multiple areas across the state, CCR&Rs were directly involved in coordinating vaccination clinics for child care workers. During April and May 2021, CCR&Rs conducted a follow up survey of providers to assess the current status of vaccine participants. Of those programs responding, the CCR&R system was able to confirm that 48% of child care workers were scheduled to receive the vaccine/partially vaccinated/or fully vaccinated.

Progress towards expansion:

DCDEE reported in the FFY 2020 QPR about a court case which impacts the early childhood system: Leandro versus the state of North Carolina (NC). The courts ruled that NC had a constitutional responsibility to provide every student with an equal opportunity for a sound

basic education, including young children, and the state was failing to meet that responsibility. In the court case, the Governor of NC recommends in the Governor's budget to expand WAGE\$ statewide. Though the WAGE\$ component was later removed from the budget, expanding WAGE\$ is still included in the [Leandro Comprehensive Remedial Plan](#) released March 2021. The [Superior Court of NC ordered the Plan](#) to be implemented in June 2021 over an eight year period; however state funding currently falls short of the Plan (Source: [Perspective| The Build Back Better Act, state budget, and Leandro: Opportunities for young children in 2022](#)).

7) Facilitating compliance with lead agency requirements for inspection, monitoring, health and safety standards and training, and lead agency licensing standards

Goal: To ensure child care providers maintain compliance with lead agency licensing, inspection, monitoring, and health and safety standards and training.

7.1. Has the lead agency aligned health and safety standards with the following:

a. Licensing standards

☒ Yes.

☐ No.

If not, describe why:

b. Caring for Our Children Basics

☐ Yes.

☒ No.

If not, describe why:

Many of the North Carolina child care rules reflect the standards in Caring for Our Children. Over the last few years, the North Carolina Child Care Commission completed a review and re-adoption of the child care requirements. During the review, standards from Caring for Our Children were incorporated where possible.

c. Head Start

☐ Yes.

☒ No.

If not, describe why:

Many of the North Carolina child care rules reflect the standards in Caring for Our Children. Head Start standards are aligned with Caring for Our Children. During rulemaking, these standards are incorporated where possible.

d. State pre-k

☒ Yes.

☐ No.

If not, describe why:

7.2 Complaints regarding child care providers received during October 1, 2020 to September 30, 2021

7.2.1 How many complaints were received regarding providers during October 1, 2020 to September 30, 2021?

- a) Licensed providers # 1357
- b) Licensed-exempt providers # 90

7.2 Complaints regarding child care providers received during October 1, 2020 to September 30, 2021

7.2.2 What was the average length of time between receiving the complaint and taking steps to respond to a complaint during October 1, 2020 to September 30, 2021? 6 days

7.2 Complaints regarding child care providers received during October 1, 2020 to September 30, 2021

7.2.3 How many complaints received an on-site follow-up inspection during October 1, 2020 to September 30, 2021? # 1302

7.2 Complaints regarding child care providers received during October 1, 2020 to September 30, 2021

7.2.4 How many of the complaints resulted in one or more *substantiated* violations in the program or provider site identified during October 1, 2020 to September 30, 2021? # 438

7.2 Complaints regarding child care providers received during October 1, 2020 to September 30, 2021

7.2.5 How many child care providers had CCDF funding revoked as a result of an inspection during October 1, 2020 to September 30, 2021? # 4

7.2 Complaints regarding child care providers received during October 1, 2020 to September 30, 2021

7.2.6 How many child care providers closed as a result of an inspection during October 1, 2020 to September 30, 2021? # 7

7.2 Complaints regarding child care providers received during October 1, 2020 to September 30, 2021

7.2.7 Please provide any additional information regarding health and safety complaints and inspections in the state or territory during October 1, 2020 to September 30, 2021

DCDEE does not have additional information to add.

7.3 How many child care programs received coaching or technical assistance to improve their understanding and adherence to CCDF health and safety standards (as a result of an inspection or violation) during October 1, 2020 to September 30, 2021?

- a. Licensed center-based programs # 3905
- b. License-exempt center-based programs # 0
- c. Licensed family child care # 838
- d. License-exempt family child care (care in providers' home) # 0
- e. In-home (care in the child's own home) # 0

☒ f. N/A

Describe:

CCR&R reported data in a. and c. NCPC reported a total number of facilities served 144.

7.4 How many providers received virtual monitoring from October 1, 2020 to September 30, 2021?

Total

0

☐ Licensed or registered center-based programs
#

☐ License-exempt center-based programs.
#

☐ Licensed or registered family child care

#

☐ License-exempt family child care (care in providers' home)

#

☐ In-home (care in the child's own home).

#

☐ Programs serving children who receive CCDF subsidy

#

7.5 Spending:

7.5.1 Did the lead agency spend funds from any of the following sources on facilitating compliance with lead agency requirements for inspections, monitoring, health and safety standards and training, and lead agency licensing standards during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

☒ Yes.

Amount spent: \$ 3,033,293

Comments related to dollar amount provided (optional):

CCR&R Core funding that is contracted through the CCR&R Council provides technical assistance and training that supports compliance of licensing standards.

☐ No

☐ N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

☒ Yes.

Amount spent: \$ 2,600,142

If yes, describe source(s) of funding:

NCPC/Smart Start funded Child Care Health Consultant positions.

☐ No

☐ N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

☐ Yes.

Amount spent: \$

If yes, describe how funds were used:

☒ No

☐ N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

☐ Yes.

Amount spent: \$

If yes, describe how funds were used:

☒ No

☐ N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

☐ Yes.

Amount spent: \$

If yes, describe how funds were used:

☒ No

☐ N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

☐ Yes.

Amount spent: \$

If yes, describe how funds were used:

☒ No

☐ N/A

Describe:

7.6 Progress Update:

Describe the measures used and progress made during October 1, 2020 to September 30, 2021. Include examples and numeric targets where possible

Improved star-ratings over time are evidence of progress made in the quality of child care programs, including progress related to meeting health and safety indicators in the Environmental Rating Scales.

FCCH

1-Star 2-Star 3 Star 4 Star 5 Star

2008 31% 22% 17% 18% 12.4%

2012 18% 17% 27% 24% 13%

2016 14% 10% 30% 34% 13%

2018 9% 10% 31% 39% 12%

2019 10% 9% 30% 40% 13%

2020 9% 8% 29% 39% 12%

2021 8% 7% 30% 39% 13%

Child Care Centers

1-Star 2-Star 3 Star 4 Star 5 Star

2008 12% 10% 23% 26% 29%

2012 3.7% 2.2% 24% 29% 41%

2016 2% .61% 20% 26% 52%

2018 2% .37% 19% 25% 53%

2019 2.4% .41% 19% 25% 54%

2020 2.4% .46% 17% 22% 48%

2021 2.5% .39% 18% 24% 51%

The NC Department of Health and Human Services with assistance from DCDEE, Division of Public Health (DPH) and the North Carolina Health and Safety Resource Center, created the [ChildCareStrongNC Public Health Toolkit](#) which provided regular updates to help child care providers statewide implement prevention strategies in response to the COVID-19 pandemic. The Toolkit includes related health and safety child care program requirements, such as exclusion requirements, when to notify the health department, cleaning and disinfection rules and related transportation standards.

In 2020-2021 the NC Child Care Health and Safety Resource Center (RC), program of the University of North Carolina Gillings School of Global Public Health, reported the following selected programmatic outputs and outcomes to support the health and safety of children in child care.

Selected outputs and outcome from the Infant Toddler Child Care Health Consultant Services (IT CCHCs) contract (10 months in 2020-2021 instead of twelve):

Outputs

56 face to face training opportunities on health and safety in child care topics conducted for child care community.

7 licensed child care programs assessed using the web-based NC Health and Safety Assessment application.

166 child care facilities provided consultation and technical assistance on health and safety topics.

Outcome

96% of child care providers increased knowledge of healthy behaviors in child care following training/technical assistance from the Child Care Health Consultant.

Other

The IT CCHCs had a combined total of 470 of training or consultation encounters with child care facilities and 66 percent of the encounters were COVID-19 related.

Selected outputs and outcomes of the Resource Center health and safety in child care contract:

Outputs

13 health and safety related train-the-trainer courses to early childhood technical assistance providers and qualified trained professionals.

12 one to three-page articles on health and safety topics developed and made publicly available in English and Spanish.

Winter 20/21: [A Brand New Year \(of the CCHC\)](#) | [Año Nuevo nuevecito \(del CCHC\)](#)

Spring 2021: [The Fourth W - Wellness](#) | [La cuarta regla: Bienestar](#)

Summer 2021: [Sun Days are Fun Days](#) | [Los días de sol son días de diversión](#)

Fall 2021: [The New Normal](#) | [La nueva normalidad](#)

Provided two CCDF Health and Safety Overview *Train the Trainer* courses to early childhood Child Care Health Consultants and qualified early childhood professional trainers for North Carolina child care facilities. Persons who complete these trainings offer the course which allows providers to complete 9 of the 11 required health and safety topics in the CCDBG Final Rule.

The RC continues to offer free online trainings modules on nine of the required CCDF Health and Safety trainings for the child care workforce. These are offered on the DCDEE Moodle training platform.

749 child care facilities received consultation and/or coaching services in counties not being served by Child Care Health Consultants in a North/Central county region. *Outcomes were not reported.*

304 child care facilities receiving consultation, training, and/or technical assistance in counties not being served by Child Care Health Consultants in a South/Central county region. *Outcomes were not reported.*

52 child care health consultants received consultation/coaching services. *Outcomes were not reported.*

Other related RC deliverables:

- CCHC Webinars: 10 were held only one was not COVID specific (Dates were not reported, therefore, some may be outside of October 2020-September 21 date range.
- Webinars held in collaboration with DCDEE:

COVID Vaccines: Your Best Shot Against COVID

2021: February 11, 17, 18, 19, 24

- From January- June 2021 37,587 CCDF required health and safety trainings were completed on the DCDEE Moodle training platform.

8) Evaluating the quality of child care programs in the Lead agency, including evaluating how programs positively impact children

Goal: Lead agency investment in effective quality improvement strategies using reliable data from evaluation and assessment

8.1 What measure(s) or tool(s) and studies did the lead agency use to evaluate and assess the quality of programs and effective practice in center-based programs during October 1, 2020 to September 30, 2021?

☒ To measure program quality,

describe:

Early Childhood Environment Rating Scale Revised

Infant Toddler Environment Rating Scale Revised

School-age Care Environment Rating Scale-Updated

☐ To measure effective practice

describe:

☒ To measure age appropriate child development.

describe:

NC Pre- kindergarten has approved the following scales to measure age appropriate development. A screening is required within the first 90 days after the first day of attendance or within 6 months prior to the first day of attendance. These are conducted outside of program attendance.

1. Ages & Stages Questionnaires, Third Edition (ASQ-3)
2. Ages & Stages Questionnaires (ASQ)
3. Brigance Early Childhood Screen II (3-5 Years)
4. Brigance Head Start Screen
5. Brigance Preschool Screen - II, (under 4 years 11 months)
6. Brigance K & 1 Screen - II (5 years 0 months and older)
7. Brigance Early Childhood Screens III (3-5 Years or K & 1)
8. Brigance Head Start Screens III
9. Developmental Indicators for the Assessment of Learning, Third Edition (DIAL-3) or Fourth Edition (DIAL-4)
10. Parents' Evaluation of Developmental Status (PEDS)

In NC Pre-Kindergarten programs, teachers are required to conduct formative assessments to assess children's learning and development. Linked is the list of the [approved formative assessments](#) for 2020-2021.

☒ [Other](#)

[describe:](#)

In addition to ERS and separate from the rated license assessment, the early childhood system partners use several assessment tools in technical assistance (TA) such as CLASS, Program Administration Scale, Business Administration Scale, etc. for various TA projects in supporting providers to improve the quality of their programs.

☐ [N/A](#)

[describe:](#)

8.2 What measure(s) or tool(s) and studies did the lead agency use to evaluate and assess the quality of programs and effective practice in family child care programs during October 1, 2020 to September 30, 2021?

☒ [To measure program quality,](#)

[describe:](#)

Family Child Care Environment Rating Scale - Revised

☐ To measure effective practice

describe:

☐ To measure age appropriate child development.

describe:

☒ Other

describe:

In addition to ERS and separate from the rated license assessment, the early childhood system partners use several assessment tools in technical assistance (TA) such as CLASS, Business Administration Scale, etc. for various TA projects in supporting providers to improve the quality of their programs.

☐ N/A

describe:

8.3 Spending:

8.3.1 Did the lead agency spend funds from any of the following sources on evaluating and assessing the quality of child care programs, practice, or child development during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

☒ Yes.

Amount spent: \$ 2,821,116

Comments related to dollar amount provided (optional):

☐ No

☐ N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

☒ Yes.

Amount spent: \$ 1,750,250

If yes, describe source(s) of funding:

Preschool Development Grant Funds

☐ No

☐ N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

☐ Yes.

Amount spent: \$

If yes, describe how funds were used:

☒ No

☐ N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

☐ Yes.

Amount spent: \$

If yes, describe how funds were used:

☒ No

☐ N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

☐ Yes.

Amount spent: \$

If yes, describe how funds were used:

☒ No

☐ N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

☐ Yes.

Amount spent: \$

If yes, describe how funds were used:

☒ No

☐ N/A

Describe:

8.4 Progress Update:

8.4 Progress Update: Describe the measures used and progress made during October 1, 2020 to September 30, 2021. Include examples and numeric targets where possible.

Improved star-ratings over time are evidence of progress made in the quality of child care programs

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FCCH

1-Star 2-Star 3 Star 4 Star 5 Star

2008	31%	22%	17%	18%	12.4%
2012	18%	17%	27%	24%	13%
2016	14%	10%	30%	34%	13%
2018	9%	10%	31%	39%	12%
2019	10%	9%	30%	40%	13%
2020	9%	8%	29%	39%	12%
2021	8%	7%	30%	39%	13%

Child Care Centers

	1-Star	2-Star	3 Star	4 Star	5 Star
--	--------	--------	--------	--------	--------

2008	12%	10%	23%	26%	29%
2012	3.7%	2.2%	24%	29%	41%
2016	2%	.61%	20%	26%	52%
2018	2%	.37%	19%	25%	53%
2019	2.4%	.41%	19%	25%	54%
2020	2.4%	.46%	17%	22%	48%
2021	2.5%	.39%	18%	24%	51%

Beyond the regulatory benefits of the Environmental Rating Scale (ERS), each and every ERS assessment report aims to inform child care programs of their strengths and areas needing to be addressed. Given this information, programs can create their own action plans that target specific issues or concerns which can be tracked over time. Some programs (based on their unique priorities and history) may consider improvements to specific items or indicators as noteworthy. Overall, as noted above, program scores on the ERS have shown improvement over time. In response to COVID-19, the NCRLAP implemented the Temporary Assessment Process (TAP) to provide a COVID-19 informed alternative to the typical ECERS-ITERS-R, SACERS-U, or FCCERS-R assessments during the pandemic when lengthy observations were not possible. A reflective self-study (RSS) component TAP was designed to encourage child care teachers to reflect on their daily practices in ways that positively impact children. Data from the TAP will be available for the FFY 2022 QPR since the assessments mostly occurred after October 1, 2021.

In addition, CCR&R is using several assessment tools including the Environmental Rating Scales, Classroom Assessment Scoring System, Program Administration Scale, and Business Administration Scale for various TA projects in supporting providers to improve the quality of their programs. However, data showing progress is limited at this time due to the limits of evaluations in programs in person from October 2020-September 2021.

The Infant Toddler Quality Enhancement Project (ITQEP), managed by Child Care Services Association, is available to infant toddler teachers and administrators of early care and education centers serving infants and toddlers for on-site and virtual support to improve their practices in providing quality of early care and education. The project staff includes regional Infant Toddler Specialists that serve regions across the state to include all 100 counties. Project staff utilizes various research-supported tools including Conscience Discipline (TM), Pyramid Model, Zero to Three Critical Competencies for Infant-Toddler Educators and PITC.

One of the contract measures of the ITQEP is the percentage of infant and toddler classrooms showing measurable improvement in quality on post-assessments following technical assistance. The target is 85%; however, due to COVID-19 the data is not available for the fiscal year 2020-2021 since the pre- and post-assessment require in-person assessments. It is noteworthy that 232 infant-toddler teachers and program administrators in early childhood programs received onsite coaching, mentoring and consultation. Technical assistance and training data from the project affirms an increased ability to apply the knowledge and skills learned in technical assistance and training with 95% of participants reporting increased ability to apply the knowledge and skills.

The Promoting Healthy Social Behaviors Initiative, managed by Child Care Resources, Inc., collects data regarding teacher achievement of individual goals according to the Pyramid Model Inventory of Practices (traditional TA) or the Pyramid Model TPITOS/TPOT assessments (Fidelity TA) showing classroom improvements related to the TA we provide. As of June 30, 2021, specialists reported the following:

- Traditional TA: Of the 35 classrooms that completed TA during 2021 and were available for post-TA assessment, 100% of these classrooms met 100% of

- their TA goals. (Many classrooms closed prior to completion of TA due to COVID; others classrooms continued their TA into FY22.)
- Fidelity Coaching: Of the 40 Pyramid Model assessments performed, 100% showed improvements ranging from 22% - 70% with an average improvement of 44%.

9) Supporting providers in the voluntary pursuit of accreditation

Goal: Support child care programs and FCCs in the voluntary pursuit of accreditation by a national accrediting body with demonstrated, valid, and reliable program standards of quality

9.1 How many providers did the lead agency support in their pursuit of accreditation during October 1, 2020 to September 30, 2021?

- ☐ Yes, providers were supported in their pursuit of accreditation
- a. Licensed center-based programs #
 - b. License-exempt center-based programs #
 - c. Licensed family child care #
 - d. License-exempt family child care (care in providers' home) #
 - e. Programs serving children who receive CCDF subsidy #
- ☒ No lead agency support given to providers in their pursuit of accreditation.
- ☐ N/A.

Describe:

9.2 Spending:

9.2.1 Did the lead agency spend funds from any of the following sources on accreditation during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

☐ Yes.

Amount spent: \$

Comments related to dollar amount provided (optional):

☒ No

☐ N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

☐ Yes.

Amount spent: \$

If yes, describe source(s) of funding:

☒ No

☐ N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

☐ Yes.

Amount spent: \$

If yes, describe how funds were used:

☒ No

☐ N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

☐ Yes.

Amount spent: \$

If yes, describe how funds were used:

☒ No

☐ N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

☐ Yes.

Amount spent: \$

If yes, describe how funds were used:

☒ No

☐ N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

☐ Yes.

Amount spent: \$

If yes, describe how funds were used:

☒ No

☐ N/A

Describe:

9.3 Progress Update:

Describe the measures used and progress made during October 1, 2020 to September 30, 2021. Include examples and numeric targets where possible.

Not applicable. DCDEE does not provide funding for programs pursuing accreditation due to providing funding to support programs achieving higher stars in the state's Rated License System.

10) Supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development

Goal: Assist programs to meet high-quality comprehensive program standards relating to health, mental health, nutrition, physical activity, and physical development

10.1 Quality Indicators: Does the lead agency have quality improvement standards that include indicators covering the following areas beyond what is required for licensing?

- ☒ Yes, check which indicators the lead agency has established:
- ☐ Health, nutrition, and safety of child care settings
 - ☐ Physical activity and physical development in child care settings
 - ☐ Mental health of children
 - ☐ Mental health for staff/employees
 - ☒ Learning environment and curriculum
 - ☒ Ratios and group size
 - ☒ Staff/provider qualifications and professional development
 - ☐ Teacher/provider-child relationships
 - ☐ Teacher/provider instructional practices
 - ☐ Family partnerships and family strengthening
 - ☐ Other

Describe:

☐ No

10.2 Spending:

10.2.1 Did the lead agency spend funds from any of the following sources on **supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development** during October 1, 2020 to September 30, 2021?

- a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

☒ Yes.

Amount spent: \$ 2,922,995

Comments related to dollar amount provided (optional):

☐ No

☐ N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

☐ Yes.

Amount spent: \$

If yes, describe source(s) of funding:

☒ No

☐ N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

☐ Yes.

Amount spent: \$

If yes, describe how funds were used:

☒ No

☐ N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

☐ Yes.

Amount spent: \$

If yes, describe how funds were used:

☒ No

☐ N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

☐ Yes.

Amount spent: \$

If yes, describe how funds were used:

☒ No

☐ N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

☐ Yes.

Amount spent: \$

If yes, describe how funds were used:

☒ No

☐ N/A

Describe:

10.3 Progress Update:

Describe the measures used and progress made during October 1, 2020 to September 30, 2021. Include examples and numeric targets where possible.

Health and Safety Training The Division of Child Development and Early Education, along with the North Carolina Child Care Health and Safety Resource Center, a program of the University of NC, Chapel Hill, Gillings School of Global Public Health continued to provide the required CCDF health and safety trainings. From January-June 2021 37,587 CCDF required health and safety trainings were completed on the DCDEE Moodle training platform.

From October 2020 through September 30, 2021, DCDEE and NC Psychological Foundation of DHHS continued to provide a mental health hotline for NC Child Care professionals, [Hope 4 Healers](#).

Shape NC: Healthy Starts for Young Children ended November 30, 2020. The evaluation for Shape was completed as planned with two modifications made to the study design. The original design was supposed to measure three years' worth of implementation data. However, due to COVID-19, centers implemented physical distance guidelines and restricted visitors for safety concerns, thus, spring 2020 data collection was canceled. The second modification was eliminating children's food and activity preferences interviews because data were not sufficiently sensitive or informative as a child-level outcome measure. This change left the less sensitive Body Mass Index (BMI) as the only child-level outcome measure for the evaluation. There were three research questions addressed in the evaluation. Below are the questions and the evaluation findings.

Research Question 1: What is the impact of Shape NC on the number of health and nutrition best practices implemented in participating child care sites receiving one or two years of treatment relative to comparison sites?

The evaluation found that was no significant impact of Shape NC on the number of health and nutrition policies and best practices after one or two years of implementation. As at baseline, and after two years, almost all treatment and comparison sites had written policies related to food brought from home and staff consumption in front of children. In addition, of the 46 physical activity policies and practices examined by the evaluation (Nutrition - 15 items, Physical Activity Environment - 10 items, Nutrition and Physical Activity Policies - 6 items and Barriers

to Promoting a Healthy Child Care Environment -15 items), 23 were already within the NC Division of Child Development and Early Education's child care regulations.

Research Question 2: What is the impact of Shape NC on the physical activity of children in participating child care sites receiving one or two years of treatment relative to physical activity of children in comparison sites?

After two years, children at all 20 treatment sites engaged in indoor free play, an increase from one site (5%) at baseline ($p=.00$). After two years, the number of sites in which children engaged in structured indoor play/organized games increased to 17 sites (85%) from eight sites (40%) at baseline ($p=.01$). After two years of treatment, the number of sites in which children participated in outdoor structured play/organized games increased to 17 (85%) from four (20%) at baseline ($p=.00$).

In addition, the number of sites in which children played/built with loose toys outdoors increased from 15 at baseline to all 20 sites ($p=.047$), and the number of sites in which children engaged in outdoor balancing activities increased from 5 sites at baseline to 14 ($p=.01$).

Research Question 3: What is the impact of Shape NC on the percentage of participating children at a healthy weight as measured by child body mass index (BMI) status relative to children in comparison sites?

Data showed that more than two-thirds of children in both treatment and comparison groups were in the healthy weight category at baseline and most children in both groups stayed in the healthy weight category after one or two years of treatment. After two years of treatment, the percentage of children in the healthy weight category decreased significantly from 73.8 percent at baseline to 65.7 percent ($p=0.02$) while the percentage of children in the obese category increased significantly from 9.5 percent at baseline to 15.2 percent ($p=0.02$).

11) Other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry

Goal: To improve the quality of child care programs and services related to outcomes measuring improved provider preparedness, child safety, child well-being, or kindergarten-

entry

11.1 Did the state or territory set up a grant program (NOT including American Rescue Plan Act stabilization grants) designed to sustain the child care supply or provide sustainability funding to child care providers due to the COVID-19 pandemic?

☒ Yes.

If yes, describe â€¦ :

DCDEE provided a total of 4,387 Operation Grants to providers from March to September of 2021. Providers were allowed to use the funds for any operating costs of the program, including, but not limited to curriculum, materials, food, staff compensation, program bills, and PPE,

Center operation grant amount \$90,390,617; FCCH operation grant amount \$11,364,272.

and check which types of providers were eligible and number served:

☒ Licensed center-based programs

3062

☒ Legally exempt center-based programs

#

☒ Licensed family child care

1320

☒ Legally exempt family child care (care in providers' home)

0

☒ In-home (care in the child's own home)

0

☒ Other

(explain)

The data for the exempt center faith-based based programs were not disaggregated from the total. 3 Summer Day Camp programs received operation grants totaling \$46,514

☐ No

☐ N/A

Describe:

11.2 Did the lead agency provide cleaning supplies and/or personal protective equipment (PPE) to child care providers either through funding or directly in-kind due to the COVID-19 pandemic?

☒ Yes.

If yes, describe â€¦ :

With CARES funds, in November and December 2020 DCDEE provided child care programs PPE including, but not limited to, cloth masks, disposable masks, no touch thermometers, bleach, paper towels and disinfectant wipes. Because teachers were concerned with children's language and social emotional development, DCDEE asked a NC company to design clear masks for children to see teachers' facial expressions. After a pilot using CRRSA funds to develop the masks, and addressing discovered issues, the DCDEE distributed 19,000 clear masks a month starting in September 2021. The distribution will be monthly through February 2022 (Approximately \$250,000 was spent in September and will be spent per month. The total expenditure for the clear masks is approximately 1.5M).

and check which types of providers were eligible:

- ☒ Licensed center-based programs
- ☒ Legally exempt center-based programs
- ☒ Licensed family child care
- ☐ Legally exempt family child care (care in providers' home)
- ☐ In-home (care in the child's own home)
- ☒ Other

(explain)

Licensed exempt FCCH and in-home providers would have been eligible for PPE; however there were no programs of those types at that time.

☐ No

☐ N/A

Describe:

11.3 Did the state/territory invest in data systems to support equitable access to child care (e.g., modernizing and maintaining systems; technology upgrades and data governance improvements to provide more transparent and updated information to

parents; a workforce registry; updated QRIS systems; CCR&R updates; monitoring systems) from October 1, 2020 to September 30, 2021?



Yes.

If yes, describe:

DCDEE updated its Facility Search Site so that visit summaries are posted for every visit made by the Division to the child care facility, including all complaint visits regardless of the outcome of the investigation.

In August 2021 and in relation to transitioning children from pre-kindergarten to kindergarten, DCDEE executed a data-sharing agreement with the Department of Public Instruction to facilitate the seamless sharing of child developmental data between the two state entities - in addition to a joint contract between DCDEE, DPI and Teaching Strategies to provide MyTeachingStrategies® licensing access to NC Pre-K and Title I preschool classrooms. Together these programs will provide licensing access and support the electronic sharing of 42,000 child portfolios with kindergarten teachers.

Activity 6.1 of the Preschool Development Grant is to enhance and expand NC Early Childhood Integrated Data System (NC ECIDS). In April 2021, a multi-year agreement (MOU) was executed with NC Department of Information Technology's (NC DIT) Government Data Analytics Center to support modernization of the NC ECIDS reporting and request platforms. Some initial accomplishments over the past year include reconvening the NC ECIDS Governance Council to advise on NC ECIDS system development, enhancements and data integration - including a meeting led by NC DIT partner with Statistical Analysis System Institute who performed a live demo of data reporting enhancements. The NC ECIDS Project Manager has also worked with data stakeholders to complete user testing and data validation for 7 early childhood program reports including Child Protective Services, TANF, Food & Nutrition Services (FNS), Subsidized Child Care, NC Pre-K, IDEA Part B, and IDEA Part C. The Data Selector tool is under development for launch on the NC ECIDS website by Spring 2022. This interactive tool will allow public data stakeholders to run standard reports designed to incorporate equitable data analysis for diverse range of data uses. Other ongoing efforts initiated over the past year include planning underway to partner with the Data Society to develop an early childhood data dashboard for DCDEE encompassing all of its early childhood programs and services.

☐ No.

11.4 Did the state/territory conduct an analysis of supply and demand or other needs assessment to identify areas of focus to build supply or target funding from October 1, 2020 to September 30, 2021?

☒ Yes.

Describe findings:

NCPC, a state funded agency, conducts an annual review of selected statewide and local indicators of quality child care and provides this data to Local Partnerships for planning purposes. Additionally, local Partnerships periodically conduct more thorough community needs assessments.

Preschool Development Grant (PDG) staff in 2020-2021 planned for a PDG B-5 Needs Assessment update which will include an analysis of the impact of COVID-19 on the current early care and education system. As a part of the contractor's deliverables, they were to convene the Needs Assessment Advisory Group to guide planning and execution of the PDG B-5 Needs Assessment process by September 30, 2021.

☐ No.

11.5 Describe how supply building grants were used with a lens towards DEI?:

All DCDEE contracts have clauses which emphasize DEI by stating it should be a priority of the contract. Also, to be more equitable to providers in more vulnerable counties, developers built in the formula for the stabilization grant differentiated amounts based on the county [social vulnerability index](#). This part of the formula was developed prior to September 30, 2021.

11.6 How many providers received the following from October 1, 2020 to September 30, 2021?

a. Increased rates:

Total: 0

Licensed or registered center-based programs: 0

License-exempt center-based programs: 0
Licensed or registered family child care: 0
License-exempt family child care (care in providers' home): 0
In-home (care in the child's own home): 0

b. Increased wages:

Total: 1516
Licensed or registered center-based programs: 0
License-exempt center-based programs: 0
Licensed or registered family child care: 0
License-exempt family child care (care in providers' home): 0
In-home (care in the child's own home): 0

c. Benefits health insurance:

Total: 24
Licensed or registered center-based programs: 0
License-exempt center-based programs: 0
Licensed or registered family child care: 0
License-exempt family child care (care in providers' home): 0
In-home (care in the child's own home): 0

d. Mental health supports:

Total: 0
Licensed or registered center-based programs: 0
License-exempt center-based programs: 0
Licensed or registered family child care: 0
License-exempt family child care (care in providers' home): 0
In-home (care in the child's own home): 0

e. Start-up funds:

Total: 0
Licensed or registered center-based programs: 0
License-exempt center-based programs: 0
Licensed or registered family child care: 0
License-exempt family child care (care in providers' home): 0
In-home (care in the child's own home): 0

f. Other:

Describe:

Staff Bonuses were awarded November and December of 2020 79,164

Parent fees were paid by DCDEE March - September 2021 29,974

- b. Programs reported were NCPC data - Increased wages 3,550 individuals
- c. Programs reported were NCPC data -Benefits: Health Insurance 187 individuals
- d. DCDEE is providing a mental health support as described previously in QPR (Hope4Healers Hotline); however we do not have data giving us the number of child care staff who have used the benefit.

0s are entered to circumvent the error report. Totals are provided because the amounts cannot be disaggregated by provider type.

Total: 0
 Licensed or registered center-based programs: 0
 License-exempt center-based programs: 0
 Licensed or registered family child care: 0
 License-exempt family child care (care in providers' home): 0
 In-home (care in the child's own home): 0

11.7 How many providers received the following technical assistance from October 1, 2020 to September 30, 2021?

a. Business practices:

Total: 0
 Licensed or registered center-based programs: 0
 License-exempt center-based programs: 0
 Licensed or registered family child care: 0
 License-exempt family child care (care in providers' home): 0
 In-home (care in the child's own home): 0

b. Emergency preparedness planning:

Total: 4743
 Licensed or registered center-based programs: 3905
 License-exempt center-based programs: 0
 Licensed or registered family child care: 838
 License-exempt family child care (care in providers' home): 0
 In-home (care in the child's own home): 0

c. Other:

* Business Practice TA was not tracked separately for FFY21. It is grouped in the Other category along with other TA topics.

**Emergency preparedness planning is included in in Health & Safety TA. The totals provided reflects all Health & Safety related TA, including COVID vaccine support.

*** Business practices, social/emotional supports, developmentally appropriate program, environment, curriculum, literacy and family engagement

Total: 1975

Licensed or registered center-based programs: 1794

License-exempt center-based programs: 0

Licensed or registered family child care: 181

License-exempt family child care (care in providers' home): 0

In-home (care in the child's own home): 0

11.8 Spending:

11.8.1 Did the lead agency spend funds from any of the following sources on other activities to improve the quality of child care services during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

☒ Yes.

Amount spent: \$ 16,885,065

Comments related to dollar amount provided (optional):

☐ No

☐ N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

☒ Yes.

Amount spent: \$ 367,457

If yes, describe source(s) of funding:

NCPC Health Benefits for child care providers in 3 counties.

☐ No

☐ N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

☒ Yes.

Amount spent: \$ 118,153,521

If yes, describe how funds were used:

Teacher and staff bonuses; October operation grants; remote learning for school-age community-based programs; Personal Protective Equipment, and administrative costs .

☐ No

☐ N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

☒ Yes.

Amount spent: \$ 106,297,419

If yes, describe how funds were used:

NC Pre-K Summer Learning Program, Personal Protective Equipment, Operation Grants March-September

☐ No

☐ N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

☐ Yes.

Amount spent: \$

If yes, describe how funds were used:

☒ No

☐ N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

☐ Yes.

Amount spent: \$

If yes, describe how funds were used:

☒ No

☐ N/A

Describe:

11.9 Progress Update: Describe the measures used and progress made during October 1, 2020 to September 30, 2021. Include examples and numeric targets where possible:

In the FFY 2020 QPR, DCDEE provided information about a court case in NC impacting the early childhood system: Leandro versus the state of North Carolina. DCDEE reported that NC had a constitutional responsibility to provide every student with an equal opportunity for a sound basic education, including young children, and the state was failing to meet that responsibility. The [Leandro Comprehensive Remedial Plan](#) was released March 2021 which outlines what is required by the state to meet its constitutional responsibility. The [Superior Court of NC ordered the Plan](#) to be implemented in June 2021 over an eight year period;

however state funding currently falls short of the Plan (Source: [Perspective| The Build Back Better Act, state budget, and Leandro: Opportunities for young children in 2022](#)).

Increase Volume and Quality

From March 2020 to November 26, 2021 a total of 442 programs opened: 318 centers and 124 Family Child Care Homes. During this same time period 136 programs closed: 81 centers and 55 FCCHs.

Transitions

Transition to kindergarten is one of the activities of the Preschool Development Grant (PDG). PDG reports on progress quarterly. Below are selected areas of progress related to Activity 4.2 Transition to Kindergarten.

December 2020

As a result of a collaborative partnership through the Transitions Leadership Team, the NC Department of Public Instruction will work with DCDEE in adding 933 preschool classrooms to the Teaching Strategies Distance Learning Solutions platform. As discussed in Activity 6.3, "Data Platform to Support Transitions from Preschool to Kindergarten," these efforts will provide preschool classrooms, educators, and families access to Teaching Strategies Solutions to enhance and supplement remote learning and further enhance state-wide Pre-K/preschool to Kindergarten transition.

DCDEE will execute Memorandums of Agreements (MOAs) with the North Carolina Department of Public Instruction to facilitate the sharing and transfer of DCDEE NC Pre-K student data to DPI Kindergarten programs, and facilitate training and technical support for state-wide NC Pre-K/preschool to kindergarten transition efforts.

March -June 2021

Continued collaboration with DPI on implementing best practice for successful transition from Pre-K to K; developed data sharing agreements with 50 additional counties impacting an estimated 2,100 preschool and kindergarten teachers. In a part of the project related to a Universal Application and Enrollment Process, the

team expanded the mentoring project to add up to 8 more communities per year to the current 10 who have local cross-sector teams to implement a universal enrollment process for services for 4-year-old children.

August 2021

DCDEE executed a data-sharing agreement with the NC Department of Public Instruction (NC DPI) to facilitate the sharing of child developmental data between the two state entities. Additionally, a joint contract between DCDEE, NC DPI and Teaching Strategies was executed to provide MyTeachingStrategies® licensing access to NC Pre-K and Title I preschool classrooms. Together these programs will provide licensing access and support the electronic sharing of 42,000 child portfolios.

In the 2019 and 2020 FFY QPRs DCDEE reported outcomes for the Promoting Healthy Social Behaviors in Child Care quality enhancement project. The following are selected programmatic outputs/outcomes of the Child Care Resources, Inc., Healthy Social Behaviors quality enhancement initiative from July 1, 2020 to June 30, 2021.

106 early childhood educators received training, coaching and other supports to implement the Pyramid Model strategies with fidelity.

Outcome: 100% of lead teachers receiving HSB technical assistance meeting 80% of their targeted international and programmatic goals

Outcome: 87% of centers in Pyramid Model Fidelity Pilot created Fidelity sustainability Plans.

2,430 unduplicated child care providers received contact training hours on social emotional development.

691 unduplicated child care providers received onsite technical assistance consultations.

Outcome: 100% of classrooms served reporting zero expulsions for social, emotional, or behavioral reasons

Another CCDF contract which promotes the health and safety of children in child

care is the NC Child Care Health and Safety Resource Center (RC) contract through the University of North Carolina, Chapel Hill.

The following are selected programmatic outputs of the RC from July 1, 2020 to June 30, 2021. Outcomes were not reported.

749 child care facilities receiving consultation and/or coaching services in counties not being served by Child Care Health Consultants.

13 health and safety related train-the-trainer courses to early childhood technical assistance providers and qualified training professionals.

52 Child Care Health Consultants received consultation/coaching services

The NC Department of Health and Human Services with assistance from DCDEE, Division of Public Health (DPH) and the North Carolina Health and Safety Resource Center, created the [ChildCareStrongNC Public Health Toolkit](#) which provided regular updates to help child care providers statewide implement prevention strategies in response to the COVID-19 pandemic. The Toolkit includes related health and safety child care program requirements, such as exclusion requirements, when to notify the health department, cleaning and disinfection rules and related transportation standards.

Shape NC: Healthy Starts for Young Children ended November 30, 2020. The evaluation for Shape was completed as planned with two modifications made to the study design. The original design was supposed to measure three years' worth of implementation data. However, due to COVID-19, centers implemented physical distance guidelines and restricted visitors for safety concerns, thus, spring 2020 data collection was canceled. The second modification was eliminating children's food and activity preferences interviews because data were not sufficiently sensitive or informative as a child-level outcome measure. This change left the less sensitive Body Mass Index (BMI) as the only child-level outcome measure for the evaluation.

There were three research questions addressed in the evaluation. Below are the

questions and the evaluation findings.

Research Question 1: What is the impact of Shape NC on the number of health and nutrition best practices implemented in participating child care sites receiving one or two years of treatment relative to comparison sites?

The evaluation found that there was no significant impact of Shape NC on the number of health and nutrition policies and best practices after one or two years of implementation. As at baseline, and after two years, almost all treatment and comparison sites had written policies related to food brought from home and staff consumption in front of children. In addition, of the 46 physical activity policies and practices examined by the evaluation (Nutrition - 15 items, Physical Activity Environment - 10 items, Nutrition and Physical Activity Policies - 6 items and Barriers to Promoting a Healthy Child Care Environment - 15 items), 23 were already within the NC Division of Child Development and Early Education's child care regulations.

Research Question 2: What is the impact of Shape NC on the physical activity of children in participating child care sites receiving one or two years of treatment relative to physical activity of children in comparison sites?

After two years, children at all 20 treatment sites engaged in indoor free play, an increase from one site (5%) at baseline ($p=.00$). After two years, the number of sites in which children engaged in structured indoor play/organized games increased to 17 sites (85%) from eight sites (40%) at baseline ($p=.01$). After two years of treatment, the number of sites in which children participated in outdoor structured play/organized games increased to 17 (85%) from four (20%) at baseline ($p=.00$).

In addition, the number of sites in which children played/built with loose toys outdoors increased from 15 at baseline to all 20 sites ($p=.047$), and the number of sites in which children engaged in outdoor balancing activities increased from 5 sites at baseline to 14 ($p=.01$).

Research Question 3: What is the impact of Shape NC on the percentage of participating children at a healthy weight as measured by child body mass index (BMI) status relative to children in comparison sites?

Data showed that more than two-thirds of children in both treatment and comparison groups were in the healthy weight category at baseline and most children in both groups stayed in the healthy weight category after one or two years of treatment. After two years of treatment, the percentage of children in the healthy weight category decreased significantly from 73.8 percent at baseline to 65.7 percent ($p=0.02$) while the percentage of children in the obese category increased significantly from 9.5 percent at baseline to 15.2 percent ($p=0.02$).

12) Lead agencies must submit an annual report, as required at 45 CFR Â§ 98.53(f) (4), describing any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on an annual review and assessment of serious child injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible.

12.1 Describe the annual review and assessment of serious injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible.

Annual Review

Incidents that involve serious injury or death to a child which occur in licensed child care programs are compiled and reviewed on an annual basis. Statistical reports show child care fatalities and the types of serious injuries that occur by permit type, the cause of the injury, any equipment involved in the incident, the child's body part affected by the injury, where the child received medical attention, and if the incident resulted in a complaint regarding the program. During this review, trends are identified, and management considers various remedies to assist with prevention efforts. Throughout the year and at the end of the year, management uses the data to make informed decisions regarding changes in policy or regulations, monitoring procedures and/or training, and consumer education which may be needed.

Ongoing Review

On an ongoing basis, the intake supervisor reviews reports submitted by child care providers and child care consultants. The consultants assess the

information on the incident report and determine if additional information is required and if so, contact the child care program administrator to inquire about the incident. The intake supervisor also reviews the incident report and determines if the incident meets the Division's definition of a [serious injury](#). In addition, the intake supervisor will determine if a complaint report should be generated resulting in the consultant conducting a visit to the child care program.

The Division also learns of serious injuries and child fatalities as a result of complaints received. All complaints that allege violations of child care requirements are investigated, which includes a visit conducted by either a child care consultant or an investigations consultant. Due to COVID-19, visits were either conducted in-person or by telephone to address complaint reports. During visits or after the conclusion of an investigation, violations of child care requirements may be cited and customized to reflect a serious injury or child fatality occurred.

12.2 Describe any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on the annual review and assessment.

Results of Annual Review and Assessment

Regulatory Services staff and management discuss serious injury data throughout the year to make informed decisions regarding changes in state policies, child care regulations, enforcement mechanisms, professional development, and consumer education needed to reduce injuries in child care programs. Some examples of work completed is as follows:

1. State Policies

Adjustments were made to the Serious Injury Tracking Log to help identify additional specifics related to injuries based on the changes to the incident report and the analysis completed during last state fiscal year. One example of a change was during SFY 20-21, the child's age, time the incident occurred, and the county information was added to the Serious Injury Tracking Log. This information allows analysis of data that has not been reviewed previously.

1. Child Care Regulations

Effective February 1, 2021, Child Care Rule 10A NCAC 09 .0802(e) was amended. This rule describes the steps the facility shall take when completing an incident report. The changes to this rule include:

- The facility must include facility identifying information
- The time when the parent was notified of the incident and by whom
- Cause of injury, if applicable
- Where the child received medical treatment
- Requires a copy of the incident report be provided to the parent or a parent signature declining a copy of the report.

The following news blast was sent to licensed providers regarding rule changes which were effective on February 1, 2021: <https://ncchildcare.ncdhhs.gov/Whats-New/february-2021-child-care-rules-changes>

1. Enforcement Mechanisms

The Division continues to ensure the health and safety of children through its enforcement of child care requirements. As a result of serious incidents, administrative actions are issued to include corrective action plans to put measures in place to prevent the recurrence of an incident. Division consultants offer technical assistance to child care providers on a routine basis and especially when serious incidents occur.

4. Professional Development for Child Care Providers

The Division of Child Development and Early Education collaborates with the Child Care Resource and Referral agencies through the Healthy Social Behaviors Project contract to prevent and address the challenging behaviors of children enrolled in NC licensed child care programs. The goal of the contract is to offer technical assistance that transfers specialized knowledge to teaching staff which, empower them to continue to design and use developmentally appropriate strategies. By empowering teachers to understand social emotional development and to change their personal teaching practices, it ensures children are in nurturing and safe environments.

The Division issues articles to all child care providers, partners, and Division staff throughout the year as an educational tool with prevention measures outlined

regarding incidents that occur or are related to basic safety. In addition, the Division is developing a training series for child care providers, which outlines measures for the prevention of serious injuries and child maltreatment.

13) American Rescue Plan (ARP) Act Child Care Stabilization Grants

Did your state/territory begin **paying providers (funds were dispersed by the state/territory to providers)** prior to December 1, 2021?

☒ Yes.

☐ No.

13.1 When did you start accepting applications? Enter Date: 10/11/21

13.2 When did the first grants go out to providers? Enter Date: 11/16/21

13.3 How many stabilization grants were awarded?

Total

3961

☒ Licensed or registered center-based programs

2861

☐ License-exempt center-based programs

#

☒ Licensed or registered family child care

1100

☒ License-exempt family child care (care in providersâ home)

0

☒ In-home (care in the child's own home)

0

☒ Programs already serving children who receive CCDF subsidy at time of application

0

13.4 What are the minimum, maximum, and average provider stabilization grant award amounts and average number of awards made to the same provider? Round amounts to the nearest dollar.

a. Minimum provider award amount:

Total: 1372

Licensed or registered center-based programs: 5225

License-exempt center-based programs:

Licensed or registered family child care: 1372

License-exempt family child care (care in providers' home):

In-home (care in the child's own home):

b. Maximum provider award amount:

Total: 199261

Licensed or registered center-based programs: 199261

License-exempt center-based programs:

Licensed or registered family child care: 19510

License-exempt family child care (care in providers' home):

In-home (care in the child's own home):

c. Average provider award amount:

Total: 42349

Licensed or registered center-based programs: 55391

License-exempt center-based programs:

Licensed or registered family child care: 8800

License-exempt family child care (care in providers' home):

In-home (care in the child's own home):

d. Average number of awards made to the same provider during the fiscal year:

Total: 4

Licensed or registered center-based programs: 4

License-exempt center-based programs: 4

Licensed or registered family child care: 4

License-exempt family child care (care in providers' home):

In-home (care in the child's own home):

13.5 What is the licensed or identified capacity by age group that providers awarded stabilization grants served? States/Territories should use their own definition of age groups as provided in the CCDF Plan.

a. Total:

Total: 341718

Licensed or registered center-based programs: 300699

License-exempt center-based programs: 22478

Licensed or registered family child care: 18541

License-exempt family child care (care in providers' home): 0

In-home (care in the child's own home): 0

b. Infants:

Total: 23149

Licensed or registered center-based programs: 19378

License-exempt center-based programs: 1479

Licensed or registered family child care: 2292

License-exempt family child care (care in providers' home): 0

In-home (care in the child's own home): 0

c. Toddlers:

Total: 73235

Licensed or registered center-based programs: 61781

License-exempt center-based programs: 5363

Licensed or registered family child care: 6091

License-exempt family child care (care in providers' home): 0

In-home (care in the child's own home): 0

d. Preschool:

Total: 125069

Licensed or registered center-based programs: 107654

License-exempt center-based programs: 9886

Licensed or registered family child care: 7529

License-exempt family child care (care in providers' home): 0

In-home (care in the child's own home): 0

e. School-age:

Total: 65651

Licensed or registered center-based programs: 57004

License-exempt center-based programs: 3628

Licensed or registered family child care: 5019

License-exempt family child care (care in providers' home): 0

In-home (care in the child's own home): 0

f. Mixed age (combination of more than one age group):

Total: 0

Licensed or registered center-based programs: 0

License-exempt center-based programs: 0

Licensed or registered family child care: 0

License-exempt family child care (care in providers' home): 0

In-home (care in the child's own home): 0

13.6 What is the number of stabilization grants awarded to providers who are operating in high need areas? OCC will be providing these FIPS codes for each

jurisdiction.

FIPS Code 1: 37155

Total number of stabilization grants awarded: 54

Number of stabilization grants awarded to licensed or regulated center-based programs: 46

Number of stabilization grants awarded to license-exempt center-based programs: 1

Number of stabilization grants awarded to licensed or regulated family child care: 7

Number of stabilization grants awarded to license-exempt family child care: 0

Number of stabilization grants awarded to in-home (care in the child's home): 0

FIPS Code 2: 37165

Total number of stabilization grants awarded: 18

Number of stabilization grants awarded to licensed or regulated center-based programs: 9

Number of stabilization grants awarded to license-exempt center-based programs: 3

Number of stabilization grants awarded to licensed or regulated family child care: 6

Number of stabilization grants awarded to license-exempt family child care: 0

Number of stabilization grants awarded to in-home (care in the child's home): 0

FIPS Code 3: 37083

Total number of stabilization grants awarded: 25

Number of stabilization grants awarded to licensed or regulated center-based programs: 16

Number of stabilization grants awarded to license-exempt center-based programs: 0

Number of stabilization grants awarded to licensed or regulated family child care: 9

Number of stabilization grants awarded to license-exempt family child care: 0

Number of stabilization grants awarded to in-home (care in the child's home): 0

FIPS Code 4: 37189

Total number of stabilization grants awarded: 25

Number of stabilization grants awarded to licensed or regulated center-based programs: 17

Number of stabilization grants awarded to license-exempt center-based programs: 0

Number of stabilization grants awarded to licensed or regulated family child care: 8

Number of stabilization grants awarded to license-exempt family child care: 0

Number of stabilization grants awarded to in-home (care in the child's home): 0

FIPS Code 5: 37153

Total number of stabilization grants awarded: 18

Number of stabilization grants awarded to licensed or regulated center-based programs: 12

Number of stabilization grants awarded to license-exempt center-based programs: 2

Number of stabilization grants awarded to licensed or regulated family child care: 4

Number of stabilization grants awarded to license-exempt family child care: 0

Number of stabilization grants awarded to in-home (care in the child's home): 0

FIPS Code 6: 37119

Total number of stabilization grants awarded: 430

Number of stabilization grants awarded to licensed or regulated center-based programs: 306

Number of stabilization grants awarded to license-exempt center-based programs: 13

Number of stabilization grants awarded to licensed or regulated family child care: 111

Number of stabilization grants awarded to license-exempt family child care: 0

Number of stabilization grants awarded to in-home (care in the child's home): 0

FIPS Code 7: 37183

Total number of stabilization grants awarded: 406

Number of stabilization grants awarded to licensed or regulated center-based programs: 270

Number of stabilization grants awarded to license-exempt center-based programs: 13

Number of stabilization grants awarded to licensed or regulated family child care: 123

Number of stabilization grants awarded to license-exempt family child care: 0

Number of stabilization grants awarded to in-home (care in the child's home): 0

FIPS Code 8: 37081

Total number of stabilization grants awarded: 217

Number of stabilization grants awarded to licensed or regulated center-based programs: 148

Number of stabilization grants awarded to license-exempt center-based programs: 10

Number of stabilization grants awarded to licensed or regulated family child care: 59

Number of stabilization grants awarded to license-exempt family child care: 0

Number of stabilization grants awarded to in-home (care in the child's home): 0

FIPS Code 9: 37067

Total number of stabilization grants awarded: 127

Number of stabilization grants awarded to licensed or regulated center-based programs: 60

Number of stabilization grants awarded to license-exempt center-based programs: 8

Number of stabilization grants awarded to licensed or regulated family child care: 59

Number of stabilization grants awarded to license-exempt family child care: 0

Number of stabilization grants awarded to in-home (care in the child's home): 0

FIPS Code 10: 37051

Total number of stabilization grants awarded: 219

Number of stabilization grants awarded to licensed or regulated center-based programs: 139

Number of stabilization grants awarded to license-exempt center-based programs: 10

Number of stabilization grants awarded to licensed or regulated family child care: 70

Number of stabilization grants awarded to license-exempt family child care: 0

Number of stabilization grants awarded to in-home (care in the child's home): 0

13.7 How many grants were provided with the following specific uses? (check all that apply and include number of grants provided)

- ☒ **Mortgage/rent:** : Rent, mortgage, utilities, facility maintenance or improvements, insurance
3161
- ☒ **Personnel costs:** Personnel costs including any sole proprietor or independent contractor-- employee benefits, premium pay, or costs for employee recruitment and retention
3101
- ☒ **Supplies and services:** Personal protective equipment cleaning and sanitization supplies and services, or training and professional development related to health and safety practices
2251
- ☒ **Purchases/Updates:** Purchases of or updates to equipment and supplies to respond to the COVIDâ19 public health emergency
1991
- ☒ **Goods and services:** Goods and services necessary to maintain or resume child care services
3012
- ☒ **Mental health supports:** Mental health supports for children and employees
562

13.8 Did you run more than one grant program? If so, list the number of separate grant programs and describe their uses.

☐ Yes.
Describe:

☒ No.

13.9 Check which of the following methods were used for implementing stabilization grants? (check all that apply)

- ☐ Prioritizing small child care programs
- ☐ Recurring subgrants
 - ☐ Employing multiple subgrant programs
- ☐ Providing bonuses or supplemental funding for providers meeting certain needs of families
- ☒ Encouraging wage increases through stabilization grants (e.g., bonuses going directly to staff or requirement that a percentage of the grant be used for personnel)
 - ☒ Other.

Describe:

Stabilization grants will be awarded on a quarterly basis for eighteen months to any licensed program and licensed exempt program that applies.

There are two components of North Carolina's Stabilization Grants: Fixed Costs and Families Grants, and Compensation Grants. These two components are intended to grant providers total amounts of funds that facilitate high quality child care at its true cost and increase the compensation supports to child care staff.

1) Fixed Costs and Families Component. The formula is composed of two parts:

- a. A base amount for each provider based on the number of children they serve in their program, determined through national averages of the cost of child care (NAEYC estimates); plus
- b. An additional amount that factors on the estimated cost of high quality care for that program
 - i. Percent of infants and toddlers served
 - ii. Quality: QRIS Star rating
 - iii. Community Context - Social Vulnerability Index (SVI): Uses U.S. Census data to determine the relative social vulnerability of every census tract.
 - iv. Subsidy Density - Percent of enrolled children who received child care subsidy

2) Compensation Component. A program must opt-in to providing compensation grants to its staff. If the program opts in, there are two options:

- a. Option 1. Provide Bonuses
 - i. Programs will provide bonuses to their staff
 - ii. Must submit bonus plan to describe bonus schedule to teaching and nonteaching staff
- b. Option 2. Increase Staff Base Pay and/or Provide or Increase Benefits
 - i. Programs will increase base pay by implementing a salary scale for teaching and non-teaching staff based and/or provide or increase benefits
 - ii. Higher grant awards than Option 1

We will have the data requested in Section 13 once the quarterly reports are submitted the last week of January.

13.10 Check which of the following were available to providers related to applying for stabilization grants? (check all that apply)

- ☐ Applications for subgrants are widely available in plain language and multiple languages
- ☒ A staffed helpline or chat function to provide real time assistance for completing applications available in multiple languages
 - ☒ Support for collecting documentation showing operating expenses
- ☐ Used a cost estimation model or survey to estimate operating expenses for or already collected operating expenses from providers as part of an earlier application or relief effort instead of requiring new information from applicants
 - ☒ Acceptance of a variety of types of documentation of operating expenses
- ☒ Resources such as frequently asked questions to help with the completion of the applications available in multiple languages
 - ☒ Partnerships with culturally relevant organizations and trusted messengers to support a diverse range of child care providers in navigating the application process
 - ☒ Other.

Describe:

Applications were available through a portal the child care program had to set up. They were given phone and email support as well as written instructions with screenshots to both set up the application and submit edits. The applications were widely available in plain language, but only available in English.

Providers were given an estimate of their grant amount with a Grant Payment [Estimator](#) on the DCDEE website.

Toward the end of January 2022 webinars will be available giving providers information about how to document expenditures. The Customer Service Team will still be available providing support through both calls and emails.

The FAQ document on the Division's [webpage dedicated to the Stabilization Grants](#) is updated regularly.

DCDEE has worked with Child Care Resource and Referral and NC Partnership for Children/Smart Start to provide additional support to providers in completing their applications, monthly reports and documentation of expenditures using Stabilization Grant funds.

13.11 Check which of the following supports were available to providers after they received stabilization grants? (check all that apply)

- ☒ A staffed helpline or chat function to provide real time assistance available in multiple languages
- ☒ Support for providers related to following certain health and safety guidelines
 - ☒ Support for providers related to continuing to pay full compensation to staff
- ☒ Support for providers related to recruiting and retaining existing and former child care workers and strengthening the diversity of the workforce to meet children and families' needs
- ☒ Support for providers related to providing relief from copayments and tuition for parents struggling to afford child care
- ☒ Support for providers in making facilities improvements needed to comply with safety guidance in the context of developmentally appropriate practice and a welcoming environment for children and families
- ☒ Support for providers in making facilities improvements that make child care programs inclusive and accessible to children with disabilities and family members with disabilities
- ☒ Support for background checks and health and safety training for providers who were previously ineligible for CCDF subsidies because they had not completed the health and safety requirements in the CCDBG Act
- ☒ Support for providers to find personal protective equipment (PPE), cleaning and sanitization supplies
- ☒ Support for providers related to finding mental health services and supports
 - ☒ Other.

Describe:

The Early Childhood System developed a [model teacher salary scale](#) and made this available to providers on the DCDEE website.

Support for finding PPE is available through the local Smart Start partnerships.

DCDEE continues to provide the [Hope4Healers call line](#) and the [ChildCareStrongNC Public Health Toolkit](#)

DCDEE will be creating a contract for technical assistance related to the business

of operating a child care program

13.12 Describe the methods used to eliminate fraud, waste, and abuse when providing stabilization grants (e.g., validated identity through the lead agency licensing system or conducted identity verification through a data match with state tax records):

Providers are required to get a business [NC identification number](#) in order to access the portal that allows them to apply for and receive information about the stabilization grant, submit documentation of spending of grant funding and update the grant application..They also have an identification number that is associated with the facility in the regulatory database.

Every quarter providers are required to submit documentation of their grant spending in the provider portal..DCDEE will be monitoring a random sampling of providers who received Stabilization Grants to determine appropriate fiscal management and spending.

13.13.1 What is the number of stabilization grants awarded by gender of center director or family child care owner?

a. Female:

Total 3694

Licensed or registered center-based programs: # 2468

License-exempt center-based programs: # 203

Licensed or registered family child care: # 1023

License-exempt family child care (care in providers' home): #

In-home (care in the child's own home): #

b. Male:

Total 215

Licensed or registered center-based programs: # 130

License-exempt center-based programs: # 13

Licensed or registered family child care: # 72

License-exempt family child care (care in providers' home): #

In-home (care in the child's own home): #

c. Non-Binary:

Total 0

Licensed or registered center-based programs: #

License-exempt center-based programs: #

Licensed or registered family child care: #

License-exempt family child care (care in providers' home): #

In-home (care in the child's own home): #

d. No response:

Total 3

Licensed or registered center-based programs: # 2

License-exempt center-based programs: #

Licensed or registered family child care: # 1

License-exempt family child care (care in providers' home): #

In-home (care in the child's own home): #

13.13.2 What is the number of stabilization grants awarded by race and ethnicity of the center director or family child care owner?

a) Ethnicity: Hispanic, Race: American Indian or Alaskan Native

Total 2

Licensed or registered center-based programs: # 1

License-exempt center-based programs: # 0

Licensed or registered family child care: # 1

License-exempt family child care (care in providers' home): #

In-home (care in the child's own home): #

b) Ethnicity: Hispanic, Race: Asian

Total 0

Licensed or registered center-based programs: # 0

License-exempt center-based programs: # 0

Licensed or registered family child care: # 0

License-exempt family child care (care in providers' home): #

In-home (care in the child's own home): #

c) Ethnicity: Hispanic, Race: Black or African American

Total 19

Licensed or registered center-based programs: # 13

License-exempt center-based programs: # 1

Licensed or registered family child care: # 5

License-exempt family child care (care in providers' home): #

In-home (care in the child's own home): #

d) Ethnicity: Hispanic, Race: Native Hawaiian or Pacific Islander

Total 1

Licensed or registered center-based programs: # 1

License-exempt center-based programs: # 0

Licensed or registered family child care: # 0

License-exempt family child care (care in providers' home): #

In-home (ccare in the child's own home): #

e) Ethnicity: Hispanic, Race: White

Total 57

Licensed or registered center-based programs: # 35

License-exempt center-based programs: # 2

Licensed or registered family child care: # 20

License-exempt family child care (care in providers' home): #

In-home (care in the child's own home): #

f) Ethnicity: Hispanic, Race: Multi-Racial

Total 0

Licensed or registered center-based programs: #

License-exempt center-based programs: #

Licensed or registered family child care: #

License-exempt family child care (care in providers' home): #

In-home (care in the child's own home): #

g) Ethnicity: Non-Hispanic, Race: American Indian or Alaskan Native

Total 49

Licensed or registered center-based programs: # 44

License-exempt center-based programs: # 0

Licensed or registered family child care: # 5

License-exempt family child care (care in providers' home): #

In-home (care in the child's own home): #

h) Ethnicity: Non-Hispanic, Race: Asian

Total 39

Licensed or registered center-based programs: # 26

License-exempt center-based programs: # 0

Licensed or registered family child care: # 13

License-exempt family child care (care in providers' home): #

In-home (care in the child's own home): #

i) Ethnicity: Non-Hispanic, Race: Black or African American

Total 2055

Licensed or registered center-based programs: # 1227

License-exempt center-based programs: # 41
Licensed or registered family child care: # 787
License-exempt family child care (care in providers' home): #
In-home (care in the child's own home): #

j) Ethnicity: Non-Hispanic, Race: Native Hawaiian or Pacific Islander

Total 5
Licensed or registered center-based programs: # 2
License-exempt center-based programs: # 1
Licensed or registered family child care: # 2
License-exempt family child care (care in providers' home): #
In-home (care in the child's own home): #

k) Ethnicity: Non-Hispanic, Race: White

Total 1518
Licensed or registered center-based programs: # 1129
License-exempt center-based programs: # 160
Licensed or registered family child care: # 229
License-exempt family child care (care in providers' home): #
In-home (care in the child's own home): #

l) Ethnicity: Non-Hispanic, Race: Multi-racial

Total 0
Licensed or registered center-based programs: #
License-exempt center-based programs: #
Licensed or registered family child care: #
License-exempt family child care (care in providers' home): #
In-home (care in the child's own home): #